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ABSTRACT

This package contains five home-based intervention curricula for families with children between 12 and 30 months of age. Three independent curricula (each emphasizing children's language, play or social development) enlist the mother's aid as observer, teacher and researcher, and promote a three-way interaction among mother, child, and home-visitor. The Mother Only curriculum combines the three independent curricula into a single program in which the primary interaction is between the mother and home-visitor, to the exclusion of the child (who should benefit from the education the mother receives). Likewise, the Baby Only curriculum is in combination form, but with the mother excluded from the intervention program. Each curriculum contains materials for a program of 32 visits by a trained home visitor over an 18-month period. The goals, home-visitor role, patterns of visits, and problems encountered in testing the language, play, and social development curricula are briefly discussed. (ED)

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Home-Based Educational Curricula for Mothers and Infants

Nancy Apfel & LaRue Brion

Based on a study of Infant Education funded by the Office of Child Development, Department of Health, Education and Welfare Grant #OCD-CB-98 Awarded to William Kessen and Greta G. Fein, Co-principle investigators. Curriculum materials were initially developed by Greta G. Fein (Play), Susan Starr (Language), and Alison Clarke-Steward (Social).

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NOTE

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"Dr. Spock on Making Friends" (source unknown)

"A Complete Guide to Setting Up a Play Group for Preschoolers," by Barbara K. Park. In Parents' Magazine & Better Family Living; Jan 1972, p35-38.

"The New Look in Nursery Schools," by Julie Hoss. (source unknown)

"How Children Learn to Make Friends," by Benjamin Spock. (source unknown)

"Classroom Inventory" (source unknown)

"Your Child & Violence" (source unknown)

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"Growing Up: Brave in Heart," by Doris Herold Lund (source unknown)

"Behaviors Related to Child's Developing Independence" (source unknown)

"Encouraging Independence" (source unknown)

"Will Your Child be a Conformist or a Rebel?," by Benjamin Spock. (source unknown)

"Encouraging Independence" (source unknown)

"Independence, Responsibility, and Identity in Other Cultures" (source unknown)

"Taking Steps" (source unknown)

"Crying - A Child's View" (source unknown)

"When Mother Goes Away," by Eleanor Limmer (source unknown)

"The Masks Men Wear: The Smile That Hides the Soul" (source unknown)

"Non-Verbal Communication - Faces" (source unknown)

"Non-Verbal Communication - Bodies"(" ")

"Babies Make the Best Teachers," by Cecelia M. Dobrish (source unknown)

"Toilet Training/Sleep Problems." In From Birth to Teen-Age.

"Margaret Mead Answers" (source unknown)

"Independence" (source unknown)

Many mothers today find child-rearing, with all its complexities, a lonely undertaking. The majority of American families no longer live in close proximity to a whole network of relatives, such as grandmothers, aunts, and cousins, who used to be a rich source of information about children and traditional methods of child-rearing. There are few community-support systems available to help parents obtain basic information about early childhood and often there are few interested adults with whom to share the joys and worries of parenthood.

The federally funded program* "Curriculum Research in Infant Education" was designed to help fill this void by developing curriculum materials for a home-based educational program for families with children between the ages of 12 and 30 months. Some 100 middle-income families living in the greater New Haven, Ct., area participated in the year and a half long program. Each family was visited regularly by a trained Home Visitor. The curriculum materials guided the Home Visitor's presentation of current knowledge about children's development and ideas for parent-child activities. Three independent curricula, which placed different emphasis on children's language, play, and social development, are briefly described in this booklet along with some of the problems, challenges, and satisfactions which inevitably accompany home-based ventures.

*Office of Child Development; Department of Health, Education and Welfare.

**The curricula, in their entirety, and further information are available through the ERIC Clearing House.

IMPLEMENTATION OF THE PLAY CURRICULUM

Goals of the Curriculum

The Play Curriculum is based on and grows out of a firm conviction in the value of spontaneous play as a learning activity. Play offers children a wide choice in what they do. The curriculum attempts to enhance two dimensions of that activity: the range of things upon which a given activity is attempted, and the diversity of actions performed on a given thing. The home visits are designed to enlist the mother's aid as observer, teacher, and research assistant by acquainting her with techniques for recognizing and facilitating "pretend," "relational," and "manipulative" play. The theory that children play most creatively when they run their own show is central to the play curriculum. Mothers are encouraged to join their children's play, using an elaborative play style; that is, proposing a variation on the child's play theme and then leaving it up to the child whether to pick it up or ignore it.

The Pattern of a Typical Visit

A visit in the play curriculum proceeds as follows:

a.) A review of the child's activities over the previous week. Mother and home-visitor discuss the mother's written accounts of the child's play.

b.) Introduction of the toy set. The home-visitor asks the mother for additional items from around the house that would fit in with the theme of the week.

c.) Observation of the child's play. Mother and home-visitor fill out a form describing his activities.

d.) Play session. The home-visitor asks the mother to participate in three-way play (mother, child, home-visitor). While playing with the child they discuss adult-child play styles.

e.) New forms left to do during the week, new toys left for child, last week's toys collected and taken.

During the visit the emphasis is on observation of the baby's play, with appreciation of his achievements shared between home-visitor and mother.

The following excerpts from the home-visitor records give some color to this outline of activities.

"The child was more interested in small toys and spent most of his time carrying them and putting them in larger toys. The mother felt he was more successful with them. They made a ramp for the cars, which the child enjoyed. He picked up on her (the mother's) elaborations with a good many of the toys. The mother said he's either completely involved with the toys she gives or he ignores them--his play is intense."

Another home-visitor writes: "The child was not as attracted to this toy set. During the observation time his interest faded fast and he wandered off. In our play session together he became more interested and loved opening and closing the cigar box, putting balls in the egg box, and filling and dumping boxes. I used this as an illustration of how adult participation can enhance a child's interest and activity."

The Pattern of Visits Over Time

Visit 1 is used to introduce the project and to get acquainted with the mother; to explain to her that a child's play is a learning process and to acquaint her with what a child is learning from his play; to acquaint her with a method and simple vocabulary to describe her child's play; to play with the child, elaborating on the child's play. The basic format, consisting of interactions among mother, child, and home-visitor, is established.

Through Visit 4 the mother continues as observer only, sharpening her skills by learning to fill out forms on Play Description, Developmental Milestones, and Make-Believe. These forms serve the purpose of focusing her observations and providing a record of the child's development. These forms and pictures of the baby at play are made into a Baby Book for the family. The impact of these is best illustrated by a quote from a home-visitor's records: "The mother was thrilled with the pictures of the child playing. We mounted them on construction paper and added them to the book. It certainly added an appealing beginning to the book." These first few visits are also used to casually introduce the three kinds of play, "pretend," "relational," and "manipulative." Toy sets were designed to elicit basically one of these three kinds of play behavior. The following list gives examples of toy sets by category.

1. Pretend Play--make-believe feeding (cups, spoons, pot, bowl, doll, stuffed animal); make-believe grooming and dressing (toothbrush, cloth, powder can, mirror, hair brush, bangles, hat, bowl, doll, animal); make-believe sleeping (box, cover, pillow, bottle, carton).
2. Relational Play--topological relations (pop beads, stack toy, cardboard tubes and balls, puzzles, egg poacher with top and inset, coffee pot with parts, nesting cups).
3. Manipulative Play--noisemaking activities (drum, pail, wooden spoon, keys on a ring, anything for banging and shaking); open-close and in-out (cigar box, egg carton, pail, shovel and assorted small things); large muscle activity (sturdy cardboard cartons, large suitcase, chair for baby to climb onto and into); circular displacement (cars, pulleys, push toy).

The toy sets over visits change as the child grows older but the basic premise remains the same. Different kinds of toys promote different kinds of play. New forms are added during this period--the Baby Day Record, Play Observation, Adult-Child Play, Attraction-Aversion, Multiple Use, Yes-No (rules), and Stability and Change. The development of a supportive and "elaborative" play style by the mother is stressed continually. "Helping" and "imitation" are also used but the cultivation of a non-obtrusive use of "elaboration" is thought to be most important.

Visit 5 introduces the mother as an active participant. The "pretend" theme of this visit seems to be the easiest point of entry. From now through Visit 15 the various kinds of play are explored in depth, with the recurring visits used as comparison checks of the child's developing abilities.

During this time the use of the "second basket," stocked with toys and household objects provided by the mother, is also promoted. We bring in the notion that a toy to a child is something that he can do something with or to. The "second basket" leads into the more general theme of the organization of the home in order to provide optimum play opportunities for the child. Even if the home is well-organized from a child's point of view, it might be possible to enrich it further in order to give him more things to play with and more places to play. Visits 16 through 19 explore these possibilities and also use forms Involvement Observation, Empty Hands, How Things Are Used and Mini-Study.

Beginning with Visit 20, the curriculum introduces Special Toys, commercial toys which pose a particular problem or learning opportunity. These toys are left in the home for the mother to use with the child over the two-week period. We suggest to her that she choose a special quiet time each day when she can spend five or ten minutes playing with the child with just these toys. This is a method of encouraging her to use a helpful, elaborative style with her child. When mother and child's attention is focused on one toy, unrelated entries into the child's play are less likely. This is also to help her develop criteria for wise selection of commercially made toys. It is important for the mother to be aware that there are many uses for a given toy besides the one intended by the designer. Whatever the child wants to do is "right." Some of the toys used were the Fisher-Price Houseboat, puzzles of varying levels of difficulty, Magic Slates, chalkboards, and a form box.

Visits 28 through 32 are now made on a monthly basis and are divided into two parts: Play, including newly added plastic media such as play-dough, and a new emphasis on the child's participation in household activities, with Montessori-inspired tasks. The child is encouraged to help set the table, serve refreshments, and clean-up afterwards. Cognitive components of this activity (grouping things, establishing one-one correspondences), sensory-motor components (pouring), socialization and sheer pleasure are stressed. On different visits, the children polish shoes, plant seeds, and receive an introduction to household carpentry.

At the final visit we discuss and review the program with the mother. She has a chance to state what she has liked and disliked about the project. We reminisce appreciatively about how far her child has come in the year and a half we have been visiting them. Throughout, we have tried to stress the needs of a changing, growing child for developmentally appropriate experiences with materials and to extend the sense and spirit of play to areas which often become demanding and directive. We talk about how she can continue in this vein and also emphasize the concept of change and stability in any given child. How has he changed, how has he remained the same?

The Play Curriculum: As It Was

The Play Curriculum encourages the mother to join her child in play. The suggested play style is an elaborative, helpful one where the mother is attuned to her child's interests. Mothers in the curriculum differed greatly in their inclination to become involved in 'Child's Play.' There were those mothers who enjoyed playing with their children and were eager to hear and talk about adult play styles. New ideas for making toys out of household objects and for different play activities were welcomed by most mothers. Among these involved mothers were those who felt the playtimes were tests of skill and tried to teach the children the "right" way to handle the materials. The home-visitor's role in these cases was to show the mother that the other creative used a child makes of a toy are sometimes more interesting and valuable for him than the manufacturer's prescribed usage. Together the home-visitor and mother observe the explorations a child carries on and might note, for example, that to use the rings from a stack pole as a hat or bracelet, or to pile them or line them up instead of fitting them on the pole in order, are instructive also.

There were some mothers who declined at the beginning of the program to get involved in play with their children for a number of reasons--other things to do, fatigue, etc. The home-visitors attempted to generate excitement about the child's activities and developmental changes. This enthusiasm coupled with developmental information and appealing play materials was contagious. Most mothers found real enjoyment and even amazement in their children's activities and progress.

IMPLEMENTATION OF THE LANGUAGE CURRICULUM

Goals of the Curriculum

Children's accumulation of a vocabulary of 200 to 300 words is one of the more striking developments of the second and third years of life. While some children accomplish that challenging but necessary task far more easily than others, improving vocabulary is an important aim of the language curriculum. In addition to promoting vocabulary, our goal is to help children appreciate the multifold uses of speech. The mother is regarded as the major source of linguistic information for the child; it is primarily through her speech and activities that the curriculum attempts to affect the child's language.

The Role of the Home-Visitor

On her first visit to a family participating in the Language Curriculum, the home-visitor conveys to the mother these goals. She explains that the child will learn to speak without our help, but that we want to help her child eventually become a person who can speak clearly, who understands what others say to him, and who uses language to communicate ideas and express feelings. The home-visitor emphasizes that we are not interested in making her child speak sooner, but we would like him to speak well when he begins to talk. The mother's active participation is essential to the program since she is the child's major language teacher. The home-visitor and she are fellow-investigators of the child's early language, exploring his speaking abilities and level of comprehension. The home-visitor's other major role is providing the mother with ideas about what she can do to promote her child's language development.

Pattern of a Typical Visit--the Strategies

A language visit typically begins with the mother telling the home-visitor about the child's latest language developments--new words understood and spoken and the child's reactions to specific language teaching activities. In one of the early visits the home-visitor presents the child with a toy set and comments on the toys which the child shows he recognizes by using them appropriately, such as throwing a ball, or pushing a car. She introduces one of the basic concepts of the curriculum: It is easier for a child to learn the names of objects he recognizes. The home-visitor then moves into the role of language model, a primary strategy of the curriculum. She arouses the child's interest in one of the toys he recognizes and when she has his attention she repeats the name of the object in short sentences. The speech model demonstrated at this stage of the curriculum consists of short (3-4 word) sentences, consisting of nouns, adjectives and verbs other than the verb "to be." After her demonstration, the home-visitor helps the mother to choose the names of a few other familiar objects to teach the child to understand, using the simple speech pattern just demonstrated. The second strategy of the curriculum is to create opportunities for the mother to actually use these styles modelled for her. The home-visitor encourages the mother to apply this descriptive referential speech during home-visits (with different toys and books which the home-visitor brings) and during other everyday situations (feeding, dressing, bathing) when the home-visitor is not there.

A third strategy, record-keeping, addresses itself to the problem of maternal responsiveness. The aim of this strategy is to inform the mother about her child's language development so that she can base her speech on his linguistic ability. Early in the curriculum the mother keeps simple written records of the child's responses to songs, games, books, and words she is teaching him. The home-visitor helps the mother list the child's first 50 words, which are used to determine what categories of words the child finds easiest to learn. Two excerpts from home-visitors' records illustrate the possibilities of this strategy:

"Before we'd even begun to classify on the questionnaire the words that the child says, the mother remarked that he doesn't name things as much as he uses words for actions he does. I was pleased she could analyze his language this way. After completing the questionnaire we could see that actually his words are fairly well distributed in the different categories, but that he did have quite a few more action words than names for things."

"Then we filled out the questionnaire about how the child expresses needs, wants, etc. It was a good game because the mother remembered a few words and expressions her child says that the mother hadn't realized. It was good for her to see this because I felt she was disappointed that her child hasn't learned new words in the last two or three weeks...sometimes I think the mother is really surprised to find out that her child knows so much."

To further inform the mother, tapes are made of the child's vocalizations to see which sounds he found easiest to make, and language comprehension probes are done by asking the child to perform small tasks. A fourth strategy is to provide the mothers with specific activities which might promote vocabulary growth. Books, puzzles, and special toys are given to the child, and a scrapbook of pictures to read to the child is made during the visits.

The Pattern of Visits Over Time

The first third of the curriculum casts the mother in an active, interest-creating role while the child is viewed as a listener and observer of his environment which his mother is describing to him. In the weeks following the first visit, the mother is encouraged to describe and name not only particular objects, but to broaden this technique to events in general so that her child may see this as a proper function of speech. Comments written by one home-visitor indicate how one mother adapted this speech style and how her child reacted:

> "The mother said her child showed interest when she used descriptive speech when playing with him. He is mostly using b, d, m, and n sounds so we will concentrate on teaching words containing these sounds. The mother did well describing what objects do when we were playing with the child. He imitates the intonations of her sentences and speaks in long strings of syllables."

Home-visitor and mother play classic rhymes, songs and games with the child; the home-visitor gives the mother a collection of rhymes (including some rhymes mothers taught the home-visitors) to further interest her in enjoying social speech with her child. A vocalization reinforcement exercise is done to illustrate to the mother how her speaking to the child increases his talking.

Tapes of mothers talking to their children are used occasionally in the curriculum. One tape of a German mother and her child talking in German is a vivid reminder of the difficulties of learning a new language. Another tape contrasts the suggested style of using concrete nouns versus vague words like "this," "that," or "it's" in talking to a child. These tape demonstrations are followed by a play session in which the home-visitor and mother apply the concept in their own conversations with the child.

Another fundamental concept the language curriculum emphasizes is the use of functional definitions in labelling objects and animals for the child. The home-visitor demonstrates with books, toys and household objects how to show and describe what things do. (This is a clock. The clock's hands go round and round.

The clock goes buzz.)

Books are introduced early in the curriculum and remain important throughout. They are presented as a way to interest the child in speaking as well as to help his understanding. Ways of attracting and holding a child's attention in books are demonstrated, such as reading with enthusiasm, asking questions and supplying the answers, making up tickling, bouncing, or animal sound games to go with the pictures. In later visits objects are matched to pictures.

As the child begins to talk more, the mother's role is changing. In the middle third of the curriculum, she and the child are both active participants in the process. Visits are now bi-monthly. A goal at this stage is to increase the mother's awareness of her child's language comprehension to help her accommodate appropriately to his ever-changing abilities. A technique used to determine how much the child understands is to have the mother give a set of simple commands in sentences of varying length. Once it is clear what length of sentence the child understands, the home-visitor suggests that mother talk in sentences somewhat longer than those, (e.g., if he responded best to "See ball" she would say "See the ball" but not "See the ball on the chair"). The home-visitor explains that this length of sentence will be simple enough for the child to understand but complex enough for him to learn more by listening. Modelling and having the mother practice this style of conversing with her child reinforces the idea.

In this middle third of the curriculum the home-visitor and mother explore the child's vocabulary and categorizations of the world. One of the child's main tasks between 18 and 24 months of age is to figure out the adult definitions of words. For example, does dog mean all four-legged creatures to him or just his own stuffed toy dog? The mother can help him expand the words he defines too narrowly and specify the words he defines too globally. The home-visitor and mother work out techniques together, using objects around the home, toys, books, the out-of-doors, etc. A gentle correcting of the child's categorization errors is advocated. If the child calls a truck a car, a helpful response would be to say "Yes, it's a kind of car called a truck." When the child shows a preference for a particular category of words, animal names, for example, the mother is encouraged to help the child expand this category.

Emphasis shifts in the last third of the curriculum, where the child is viewed as the most active participant in the language learning process. He is now talking and the mother's role is to react to what he says in ways that will foster the continued growth of vocabulary and communication ability. Visits 17-20 concentrate on improving the child's vocabulary of nouns. In the 21st through 24th visits adjectives and adverbs are stressed. The curriculum tries to help a mother and child develop conversations between them. Conversational styles are modelled in the 17th through 20th visits while Visits 21 through 24 focus on having the mother practice these styles. The excitement of this stage when the child begins to use language to communicate his feelings, thoughts, and what he sees is shared by mother, home-visitor and child. While the 50 word list helped to keep track of his object-, people- and action-names, a new type of record, the communication questionnaire, helps record the changes in the child's level of communication from gestures to one-word utterances to simple sentences to more complete sentences. Tapes of other mothers and children talking, and demonstrations by the home-visitor are models of a conversational style which encourages the child to continue talking by expanding upon his vocalizations and asking questions and elaborating upon his responses.

During this phase of the curriculum, action words are taught by having toy animals jump, run, hop, walk, etc. Color, texture, shape and size words are emphasized by the mother and home-visitor while the child plays with toy sets designed for the purpose, looks at and touches materials of different textures added to a picture scrapbook (started with the mother earlier), and manipulates play dough and finger paints. Another conversational mode that the home-visitor and mother begin to help the child develop is that of talking about the past. A technique suggested is to ask the child just after an event--a walk, a visit to a restaurant, etc.--what he did and saw. The home-visitor, mother, and child take walks together and describe to the child what he is seeing. Afterward, they talk about what they saw on the walk, using the past tense.

At the last visit the home-visitor and mother review the course of the child's language development using the Baby Book with all its forms as an aid. The tone of this reminiscence is positive about how far the child has come and how well he can communicate now. A tape is made of the child's conversations at 30 months for the mother to have as a permanent record. If the mother is expecting another child, or if one has been born during the course of the curriculum, the home-visitor brings materials to start a Baby Book for this child. This is to encourage her to follow this child's language development and to remind her of the techniques used to help the child who participated in the program to understand and use language.

The Language Curriculum--As It Was

The differences in the children's verbal comprehension and production necessitated two levels of activities in the Language Curriculum. Although the basic presentation of concepts proceeded as described in the previous section, flexibility was written into the curriculum. To some mothers the descriptive language style and the use of functional definitions in talking to their children was natural and self-evident. However, to other mothers, verbalizing to their children in simple repetitive language was so unnatural that they seemed embarrassed to talk this way. The home-visitors to the latter group of mothers helped the mothers adopt this style of talking to the children and worked on facilitating the process of interpreting the children's early sounds and signals. For example, some mothers did not believe their children were talking until they listened with the home-visitor to a tape of the child vocalizing and could recognize words the child was saying. The home-visitors to the children who were verbalizing already and/or to mothers who were already communicative to their children supplemented the basic curriculum with more advanced exercises which the rest of the group would be doing when the children were older. For example, they began using the scrapbook to extend these advanced children's word categories (if the child said the word 'dog' then one might find pictures of all varieties of dogs to put in the book and later add pictures of different four-legged animals that could be confused with a dog, to help the child learn new categories). They might be doing this while the other group was working on the more basic concept of teaching a child an object name by showing the object's use.

The home-visitors needed to be sensitive to some subtle and not-so-subtle messages the mothers were giving. At times some mothers of children who were not speaking yet, worried that there was something wrong. The home-visitor had to reassure a mother at such times that the child would start to talk in his own good time and that children vary tremendously in the age at which they start to talk. A basic theme of the language curriculum would be reiterated: the goal is not to teach the children to talk sooner but, at this stage, to help him understand the language he hears and to show him the many uses of language.

IMPLEMENTATION OF THE SOCIAL CURRICULUM

Goal of the Curriculum

The enrichment of interpersonal connections, particularly the connection between a mother and her child, is the fundamental goal of the social curriculum. The program does not presume to create bonds but to supplement and to make more enjoyable those which already exist. It hopes to foster in the child and mother aware, open, interested, respectful and sensitive attitudes toward each other and toward other people.

The Home-Visitor's Role

The home-visitor begins the home-visiting series by establishing a friendly rapport with the mother, not as a teacher or interviewer, but as a friend and fellow investigator of child development. The role of the home-visitor is to encourage mother and child to engage in social activities together. In the first third of the curriculum, the home-visitor provides opportunities for mutual laughter, physical contact and eye-to-eye contact between mother and child: She brings ideas for new games and elaborations of old games (i.e., rhymes, finger plays, variations on peek-a-boo) with different props. Although she occasionally participates in the play times, mother and child remain the central players. The home-visitor also creates situations which are planned to foster the mother's awareness and appreciation of her child's unique qualities. She tries to demonstrate to the mother how the mother influences her child's behavior by initiating social exchanges and by responding to those initiated by the child. When mothers are concerned about specific developmental issues--When do I toilet train and how? What should I do about temper tantrums or fears?--the home-visitor assists the parents in formulating a consistent strategy by providing articles and books about the subject and providing basic developmental knowledge (e.g., when a child actually can control the sphincter muscles, how two-year-olds frequently have fears,and a list of fears common to a two-year-old is given to the mother).

The Pattern of a Typical Visit--the Strategies

A visit typically begins with a relaxed chat with the mother about the social events the child has experienced over the past week, the people the child has seen, the places he's been, the games and activities mother and child have done together. The mother keeps a simple written record of the fun social times she and the child have. The Social Diary is one way in which the curriculum emphasizes the value of these moments of social stimulation for the child. At times the mother is asked to keep other simple written records of her child's activities which tie in with the discussion topic of the week. For example, one form the mother and home visitor work on in the 2nd visit is a list of the many little ways the child imitates his parents. This exercise in observation helps to illustrate how influential the mother is in her child's life and the extent to which she serves as a model of behavior. The curriculum begins here to try to bolster the mother's self-esteem, showing her that she is a major force in her child's life and that her opinion of herself influences his opinion of himself. In the 4th visit the mother is given a developmental milestone sheet to introduce the perspective of long-term developmental changes. Asking the mother to observe her child's behavior is another strategy used by the curriculum to help her keep in tune with her child's developing abilities so that she can respond to him on an appropriate level. She is also encouraged to observe his moment-to-moment social behaviors (smiling, looking, vocalizing, touching people), to alert her to how interactions between people occur, to attune her to the wide range of pre-verbal communications a child uses at 13 months, and to the more sophisticated communication he will use later (these forms are attached). To encourage a mother to respond immediately, consistently and contingently to her child's expressive behaviors during the course of the curriculum, she is asked to observe her child's emotional expressions at different ages and under different situations. One such form "How does your child tell you that he is happy, angry, afraid, tired, sick, etc." explores how her child communicates these states. Another form in Visit #8 explores anger in the child--what provokes it and what behaviors indicate this anger and how the mother responds. These forms, with pictures of the child and family, are made into a Baby Book which provides an observation record of changes in the child's behaviors as he develops.

Following this review of the week's activities and forms completed by the mother, the topic of the current visit is introduced by a variety of techniques: the home-visitor may ask a few questions about how the child behaves in certain situations or she may show home movies of children expressing different emotions, or use articles from popular magazines and child-rearing books. During these discussions, mothers are encouraged to articulate their attitudes and goals for the social development of their child. Topics discussed include: Responding to a Child's Attempts to Communicate, Individual Differences and Cross-cultural Universals, Social Roles and Sex Identities, The Child's Widening Social World, etc.

Some excerpts from the home-visitor's "Postscripts" indicate how these techniques were applied in the visits.

> "Mrs. P. enjoyed this visit. She liked the article, 'Crying--A Child's View" and the film. She commented frequently on the differences between the three children and the different ways they express their emotions. She also compared D. to each of them."

> "We talked about how F. learns about his body--finds his belly-button, tries to take off his finger, looks in mirror, points to his own features and mother's same features."

Each visit usually has a play period. Early in the curriculum the home visitor concentrates on giving the mother ideas for new games and variations on old favorites. She conveys the basic idea that a child learns and develops socially through games, that he derives happy expectations for social interaction from such play. Finger plays, songs, rhymes, books, bouncing and tickling games fill these early visits. Later visits take the form of a trip to the zoo, a farm, the park, or to visit a friend, or the home-visitor brings play dough, finger paints, books, puppets, or a doll house to give the mother new ideas for play periods. At times the activity takes the form of an observational exercise to illustrate the topic talked about or as a vehicle to get into a discussion. For example, to reinforce the idea that the mother is a "secure base" for the child to return to periodically while exploring the world, the home visitor winds up a toy clown which the child has not seen before. As it "walks" along, the home-visitor and mother talk about how her child reacts and if the child feels he can explore without contact of mother, or if he needs contact and what kind--eye-to-eye, merely, or physical touch. One excerpt from a home-visitor's "Postscripts" indicates how this went in one case:

> "R. had never seen a wind-up toy before...R. looked at it cautiously, exchanging looks between Mommy and me to check to see how we liked...this new thing. He very cautiously touched the hat which somehow triggered movement. R. was frightened and, screaming, ran to Mommy. Mommy said, "How about that, I guess I still am useful."

Another exercise is designed to show the mother how effective an immediate and positive response is in reinforcing a child's behavior. A baseline tally is made of the child's vocalizations and smiles directed at his mother while she is instructed not to respond. Then a tally is taken while the mother reinforces each smile and vocalization with positive affective speech and smiling. She's encouraged to try this out over the week with two toys, reinforcing play with one and ignoring play with another. This is a strategy to (1) encourage responsiveness to the child on the mother's part and (2) teach the mother how a child's desirable social behaviors can be augmented and undesirable ones diminished by reinforcement, thus fostering the development of the mother's sense of effective control. This lesson is further expanded by helping the mother choose an appropriate social rule to teach her child using the techniques of modelling and positive reinforcement rather than directiveness or punishment.

There are "review" sessions at regular intervals in the curriculum when home-visitor and mother look back over the Baby Book to review how the child is maturing in his social behaviors. One home-visitor's "Postscripts" tell us how this sort of review went:

> "Mrs. P. has noticed many changes in D.'s behavior--most noticeable--his independence and the appearance of temper tantrums. Changes in likes and dislikes--for example, now he doesn't like 'broken' cookies."

The Pattern of the Visits Over Time

There is a spiralling of the same basic concepts throughout the curriculum, with particular emphasis on social stimulation, sensitivity to the child's messages and responsiveness to him as a uniquely valued individual with his own rate of development and ways of communicating. As these topics reappear in the curriculum, the discussions reflect developmental changes and individual differences.

The first phase of the curriculum features the mother-child dyad and the home as centers of the child's social life. Visits 1-14 emphasize the mother's importance in her child's social development. Topics in these visits include: The Value and Enjoyment of Social Games, How a Child Learns by Imitation, The Importance of the Child's Attachment to His Mother, The Importance of a Mother Observing Her Child's Behaviors. The home-visitor helps the mother to articulate the social goals the family has for the child. Maternal responsiveness to the child's signals is a core concept in the curriculum, which is discussed and encouraged specifically in Visits 7-9, 12, and 14. In this visit series the mother and home-visitor study how the child expresses his needs, desires, and emotions and how the mother communicates to him her wants and feelings. Interwoven with this theme is the theme of identity and self-concept. In Visits 10, 11, and 13 home-visitor and mother consider how a child forms a self-concept and begins to feel self-esteem. They discuss how social roles and individual differences influence a child's self-concept.

In the second phase of the curriculum activities expand outward to the child's experiences outside the home. His relationships with other people, his pro-social and anti-social behaviors, and the social rules the family begins to teach a child are the concern of Visits 15-27. At this age (18-24 months) the child is communicating more clearly and the curriculum alerts the mother to his growing need for independence and autonomy. The social curriculum has parties at holidays for the families participating in the program to provide opportunities for mothers to see their children in groups, to note differences between children, and to arrange to see one another again if they desire.

Finally, in the third phase of the visit series (24-30 months) the curriculum encourages a further expansion of the social circle. Neighbors and friends are invited to sessions and "Forming Friendships" is the topic of Visit #30. Mother and home-visitor consider future group activities for the child in the 32nd visit. Balancing the emphasis on the outer social world is a thoughtful consideration of the child's inner life. A child's fears and how parents can help a child overcome them is the topic in Visit #28, and Visit #29 deals with the development of a primitive conscience and how a child begins to learn self-control.

The Social Curriculum--As It Was

The nature of the social curriculum was such that a talk between mother and home-visitor on a particular issue suggested by the curriculum could evolve quite differently for each mother. In fact the curriculum is written to allow this flexibility--all home-visitors would be doing the same exercises, giving the same hand-outs and discussing the same general topic but how it evolved depended on the individuals involved. The curriculum suggested many possible issues in a topic. Even the same exercise could, and usually did, bring about different reactions from each child. The social curriculum emphasized this uniqueness of each individual. The postscripts illustrate how one exercise could turn out quite differently, and how the home-visitor must be adept at adjusting to all possibilities:

> "She (the mother) told me she didn't think S. thought she was special--especially since he showed little anxiety with strangers and can be left with anyone. Then I laughed and told her that I bet S. did think she was special and that I had a little experiment to see how important she really is to him. The child didn't mind when she left the room, but when she put her coat on and said goodbye he panicked--he walked toward the door and screamed. When I pretended to leave, he walked me to the door, smiled and said "bye-bye." Mommy was amazed!"

> "After a discussion of children's attachment to the people they know and trust, we tried a mini-experiment: separation reactions. The mother left the room and P. waved bye-bye and laughed. The child showed no anxiety at all--so I picked up on the point that she must

feel very secure, that the mother's relationship with the baby is the foundation on which she will base other relationships and perhaps that's why she felt secure with me when the mother pretended to leave."

Each family had its own unique social context which necessarily influenced the development of the social curriculum. The differing contexts were events such as the birth of a sibling, a move to a new neighborhood, or visits by grandparents who live far away, and ongoing situations such as a large extended family who involved themselves in the rearing of the project child, or a nuclear family without relatives near, or an unwed mother living with her parents or a mother who changed living-partners occasionally. Although the general visit topic would usually be maintained, the individual visits reflected the varied concerns of each family for their child's social development.

How It Was: Unexpected Variations, Obstacles and "Tricks of the Trade"

The curricula represented the idealized version of what a home visit should be. As any teacher knows, what actually happens out there in the "real world" is not necessarily the same as the on-paper lesson plan. (Some situations presented problems whereas others called for unexpected variations in our visit plans.) What were some of the most basic problems met in carrying out the curricula? What were some of the strategies evolved to handle these problems?

The Presence of Siblings

Quite a number of children in our study had older siblings who were young enough to feel slighted by attention paid to the "project-child." They wanted to be part of the show. We soon learned that to ignore this desire was impossible and a diplomatic blunder. Possible solutions were to arrange visits when the sibling was visiting grandparents, other relatives or friends, out with a sitter, sleeping, or with the father. When none of these was possible, the older sibling was gracefully worked into the visit by the home-visitor, who had to juggle the goals of a particular visit with the needs of the older sibling. A model of four-way play was devised in the play curriculum in order to help home-visitors with the sibling "problems." The home-visitor in this model had two options: If the sibling was inclined to be cooperative, the home-visitor could suggest to him or her elaborations the sibling could make on the "project child's" play. If this system did not work, she could involve the sibling in play while she also watched the mother's ongoing play with the "project-child." Mother and home-visitor could discuss how the two children responded to different materials and the influence of entries made into their play by adults.

The Presence of Other Visitors

Another unexpected and interesting variation on visit plans came from grandmothers and grandfathers, uncles, aunts, cousins and friends who would come to sit in on the visit, or who just happened to be there when the home-visitor arrived. Visitors participated in varying degrees: Some just watched, others questioned the visitor about the program, and others contributed to the discussions.

The Role of the Father

Father participation was welcomed and encouraged by home-visitors when the fathers were present and appeared interested. Some fathers who were unemployed or on night shifts regularly took part in the visits and did the written observational exercises with the mothers. Some fathers were rarely seen, but their presence was strongly felt through the mothers' reports of what the father felt about the program, the toys, books, and articles, and even discussions between the mother and home-visitor. Many fathers were not regularly home for the visits, but several stayed at the beginning of the family's participation to see what the program was all about and, it seemed in some cases, to make sure they approved of what was going on.

The Strategy of Involving the Mother as a Research Assistant

One of the basic purposes of four of the curricula was to involve the mother in the program by having her keep simple written records/observations about her child. To some mothers this was an enjoyable exercise; to others it was not appealing. Since it was essential to have a record which the home-visitor and mother could look back over to assess the child's developmental progress, the home-visitor encouraged the mother to keep written records. However, if the task seemed to be too much of an imposition, the home visitor would do the record with the mother during the visit and add it to the Baby Book which each curriculum (except Baby-Only) provided. Some mothers who were not record-keepers at the start became interested in the Baby Books and started to keep records later.

The Strategy of Modeling Interaction With the Child

The difference between showing a mother a technique and the mother's actually doing it herself, was felt keenly by the home-visitors. For example, the play curriculum encourages the mother to engage in reciprocal elaborative play with her child. The home-visitor models this play style and talks about it with the mothers. Some mothers declined to play with their child, saying, "I'll watch you," and other mothers who were not attuned to their child's immediate interests were directive in play with their child. An example from another curriculum of the difference between seeing and doing is the mother in the language curriculum who listened and observed the home-visitor model simple repetitive descriptive speech with the child, but could not do it herself. It may have been that some mothers felt uncomfortable (or "silly," as one mother said) talking this way to a child, or it may just be difficult, for some to imitate a speech style that seemed foreign to them. The home-visitor in the program was a diagnostician and decision maker in her own right, particularly in such cases. The philosophy of the study was to intrude on the mother's relationship with her child as lightly as possible with a non-directive but informative approach. The home-visitor needed to be sensitive to the child's needs and the mother's intentions and goals for the child.

The Length of Visits

The typical visit was expected to last about one hour; however, the home-visitors found that certain curricula and certain families required considerably longer visits. It appears that visits in the Mother-Only curriculum tended to be the longest. Also, certain families across curricula, in extending their hospitality, invited the visitors for coffee and lunch and further conversation. Most home-visitors accepted the family's hospitality whenever possible, despite the considerable pressure on them to maintain a regular schedule, assemble materials, keep records, and so forth.

Reaction of Families to the Program

The lives of many families who participated in the program were quite complicated. In some cases both parents had to spend considerable energy to feed, clothe, and shelter their children. In other cases family life was disrupted by death, illness, marital conflict, or legal entanglements. Home Visitors were extremely flexible in arranging visits--going in the evenings, on weekends, or re-arranging appointments at the last moment to adapt to changes in family plans. At the other end of the spectrum were the mothers who, for 18 months, managed to have their Home Visitor come on the same day of the week. Many mothers obviously enjoyed the contact and communication, and expressed this to their Home Visitor. Yet there were many for whom the pleasure was not obvious and still others for whom participation seemed to be difficult and even stressful at times. In spite of great variation in reactions to the program, of the 110 families who initially agreed to participate, 100 remained participants to the end. This degree of cooperation and interest suggests that the services provided by this program fulfill a community need.

LANGUAGE: OVERVIEW

The language curriculum begins with the premise that all the children in our study will learn to talk. Its goal, then, is not to teach them to talk, but to foster the development of the speech they will learn. On the one hand, the curriculum hopes to foster an extensive and accurate vocabulary. On the other, it hopes to foster these children's ability to use speech both to communicate with others and to aid their own cognitive processes.

The curriculum seeks to attain these goals by asking the mother to adopt a series of roles. These roles change as the linguistic capabilities of the child change. Initially the child is seen as a rather passive participant in the language learning process; he is listening rather than talking. The mother is encouraged to take an active language role during this period. She is asked to play the role of describer of the immediate environment. This should help the child to develop vocabulary and to understand that language can be used referentially. The mother is also encouraged to play the role of interest creator. She is asked to play language games to interest her child in speaking and to help him understand that language can be used in social situations.

As the child begins to talk, the mother's role changes. Now both she and the child are active in the language learning process. She begins to play the role of teacher. The curriculum strives to help her understand the linguistic and cognitive capabilities of her child and to show her how she can build on these capabilities to increase her child's vocabulary and his ability to use language. For example, the curriculum explores the nature of the child's existing vocabulary and how children learn new words. It suggests, based on this exploration, how the mother might improve her child's vocabulary.

In the last third of the curriculum the child is viewed as the most active participant in the language learning process. He is now talking and the mother's role is to react to what he says in ways that will foster the continued growth of vocabulary and communication ability. The curriculum focuses on ways to present and defined new words. It also focuses on ways to converse with children which should teach them how to communicate their thoughts to others.

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LANGUAGE INTERVENTION

Curriculum Overview

Home Visit 1
  Questionnaire

Home Visit 2
  Same-Different Questionnaire

Home Visit 3
  50 Word List

Home Visit 4

Home Visit 5
  Daily Record form

Home Visit 6
  Questionnaire

Home Visit 7

Home Visit 8

Home Visit 9
  Communication Questionnaire

Home Visit 10

Home Visit 11
  Questionnaire

Home Visit 12
  Questionnaire

Home Visit 13

Home Visit 14
  Early Words Questionnaire

Home Visit 15

Home Visit 16
  Developmental Milestones
  First 50 Words
  ___'s Language
  ___'s Conversation
  21 mos. Descriptive Words That ___ Understands

Home Visit 17

Home Visit 18
  Conversation Questionnaire

Home Visit 19

Home Visit 20

Home Visit 21

Home Visit 22
  Communication Questionnaire

Home Visit 23
  21 mos. Descriptive Words That ___Understands
  "What Do You See/"
  Palmer Instructions
  Language Transcript

Home Visit 24
  "What Do You See?"

Home Visit 25
  "What Do You Want?" transcript

Home Visit 26
  "What Do You Want?"

Home Visit 27
  Review

Home Visit 28

Home Visit 29
  "What Happened To Me"
  "Colors and Shapes"

Home Visit 30
  Communication #

Home Visit 31
  "Colors and Shapes"

Home Visit 32
  Forms-see Ib
  Developmental Milestones I & II
  Forms for New Baby Book, see IIc

LANGUAGE INTERVENTION: HOME VISIT #1

Purpose

1. To introduce the project to the mother and "establish rapport."
2. To begin to acquaint the mother with the process of language development.
3. To begin establishing the mother's role as a describer of on-going events.

Equipment

Tape recorder, tape, suitcase with ball, doll, pull-toy dog, car, bottle, drum, apple, friction toy, keys.

I. Introduction

1. Home visitor (HV) asks mother if she has questions about the project, etc. Explains again that HV will be coming once a week for four months, and then less frequently, perhaps once or twice a month, for the next year.

2. HV explains to mother that purpose of her visits will be to try to improve the child's language. She grants that her child will learn to speak without our help, but she explains that we want to help her child become a person who can speak clearly and who understands what others say to him. HV explains that we are not very interested in making her child speak sooner, but we would like him to speak well whenever he begins to talk.*

3. Mother's Role -- HV points out that mother has much more opportunity to help her child learn to talk than we do, and that we really can't do much in one visit per week. For that reason, we are counting on her help. We will be coming once a week and suggesting things she can do with the child during the week to help him learn. We hope that she will try out these things. (Analogy with learning to play the piano, football, etc. may be helpful; one lesson is worthless if there's no practice inbetween).

II. Pseudointerview

HV explains that before she begins, she would like to find out something about the child's language up to now. She asks some or all of the attached questions in an informal manner. The mother is allowed, even encouraged, to go off on tangents about her child.

III. Recording

The questions bring mother to projecting future of child's development. HV then offers tape of 18-month old child as a sample of what child may sound like in 6-7 months with the explanation that "if you're going to teach something, it's nice to know where you are heading." Explains that tape was made while child was playing with some toys we brought him and shows mother

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~~Play~~

(cont.)

the toys. HV and mother listen to the tape, about 5 minutes. HV interpreting any incomprehensible words. Points out 1) child is very excited about language and 2) child is mostly naming objects, occasionally asking for something. HV suggests that this is probably what her child will be like when he starts to talk. He will be excited, and will name objects rather than use language to ask for things.

IV. Toys

1. HV explains that she would like to show these same toys to her child and see what he does with them. Similar toys were also presented in the assessment visit. Asks mother 1) will he know any of their names (if no, go on, if yes, why does he know that, when does he say it, etc.), and 2) will he recognize any of them, i.e. will he realize the apple is an apple?

2. HV opens the suitcase in front of child. She and M watch what the child does. When the child uses an object appropriately (throws ball, pushes car), HV comments that he seems to recognize that object. When he does not e.g. throws the apple, HV comments that he does not yet realize that objects like those are apples. HV's conversation included comments such as "I see he know's what that is. Does he have one? Does he like it? Why do you suppose he doesn't know what that is? Etc.

V. Demonstration

1. If it is appropriate, HV points out that M's child and the child on the tape behaved similarly. Both explored the toys but the tape child, being somewhat older, had also learned their names.

2. HV explains that one way to help B learn the names of these and other objects is to talk about them to them. Although B may not seem to pay much attention to language yet, he is learning, from M's speech to understand the names of familiar objects. Then after he learns to understand them, he will say them. It may seem funny to talk to a child who does not seem to pay attention, but it is, after all, the only way B can learn to talk.

3. So right now it is important to talk about objects to B. In particular, it is most helpful to talk about objects he recognizes, things he knows. It is easier for him to learn the name of something he is familiar with than a strange object. HV and M choose an object B recognized in the toy set whose name M would like B to learn.

(cont.)

4. HV then makes a spectacle of the chosen toy (X). She shakes the keys, pushes the car, etc. to gain the child's interest.* As she does this she repeats short sentences about the object, such as "here comes the car. The car's coming to Jimmy. Is that a car? CAR", explaining to M that repeating the same thing over and over makes it easier to think of something to say and easier for the child to understand. The sentence(s) should be no more than six words and emphasize the noun in question. It is repeated as long as child is interested. HV suggests that M should try this this week whenever X occurs (since the child recognized the object, he should have a similar one of his own). She could use the sentence HV used or one of her own. Asks M to think of another object baby will recognize because he uses it often, perhaps an object connected with feeding. Asks her to try that too and see how child reacts. She can indicate reactions on the accompanying questionnaire.

* "What to do if..."

1. Mother, now or in the future, shows anxiety over the fact that her child is not talking yet.

   There are two arguments you can use:

   a) Age of learning to speak is not related in intelligence or anything else.
   b) Folk wisdom has it that some children learn to walk early and some to talk early. That's not necessarily true, but it often seems that children concentrate on learning one thing at a time. Perhaps her child will learn about objects first and then learn to talk while another child will do it the other way around. They both end up the same.

2. There is a sib present.

   It's perfectly OK for the sib to play with the toys while the child does. The HV should probably not get involved with playing with the sib. She should define her role as a friend of the mother's, not a babysitter for either child, (that's another group!).

3. The child doesn't recognize any of the objects.

   Chances are they will all at least recognize the bottle. But for the exception, get an object of the child's.

4. The child won't watch your spectacle.

   Try having the mother hold him. It doesn't last very long anyway. If all else fails, try cookies, "A cookie for you, a cookie for me."

QUESTIONS FOR HOME VISIT #1

1. Does your child imitate you? What? Did he when he was smaller? What? Typical answers usually involve sounds, more b and d sounds than f or s. Often children imitated mother when they were about 6 months or earlier in their cribs. Mother may have played imitation games at this time but have given it up by now.

2. Does he "talk" alot now? When is he most talkative? Does he talk in bed? Why do you suppose he talks . . . (at that time)? I have noticed three types of children: 1) Talk while on the move but not when playing, 2) talk when others talk (especially sibs), 3) talk only in their cribs.

3. Can he say any words? What? How did he learn that? Does he have any noises which mean something (a call, he's hungry, sleepy, etc.)? Typical answers are Mama, Dada, etc., but also shut up, I don't want that, and other phrases which may not be clearly enunciated but which child uses at correct time and with correct intonation.

4. Does he understand what you say to him? You get three types of answers here: Child responds to "No no's" to "where's X" and to positive commands. The latter probably indicates the most advanced level of development.

5. What do you think some of his early words might be?

6. What do you think he might be able to say at 20 months?

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Language

10/11/72 (r)

LANGUAGE: HOME VISIT #2

Purpose:

To continue establishing mother's role as describer of ongoing events. Role is now broadened to include events in general in addition to particular words.

Equipment: Tape, tape recorder, pretend toys, 1 box animal crackers.

I. Discussion

1. Home visitor and mother go over last week's questionnaire. Home visitor asks: Did mother try it? What happened? Did child show any reaction either verbally, by imitating, or non-verbally, by understanding? Home visitor explains that even if nothing happened, it is still important to talk to the child about objects which he recognizes. That is the only way he will learn. If mother wishes she can try the technique with one or two other objects in addition to the two from last week. But she should continue these two.

2. If child showed no reaction, HV asks mother when child seems to react to what she says. Suggests she try an object which occurs in those situations in which he does appear to listen to her (or sibling or grandmother if he never listens to mother).

3. HV asks mother about the sounds the child is making now. Is there any sound that he makes particularly? Does she notice his vocalizations sounding more like English?

II. Tape

1. Home visitor explains that 1) the purpose of these first visits is to give the mother some ideas on ways to talk which will make language easier for her child to learn and 2) that we are very concerned with making language easier because it's really very difficult. HV explains that sometimes adults forget how hard language is to learn. One way to remember and to get some hints for teaching children is to listen to a language which we don't understand.

2. Home visitor plays a tape of a German mother speaking to her one year-old child about the same toys HV brought last week. Also present is the three year-old son, Peter. The child's name is "Signe" (Sig - knee)

   a. HV asks the mother to listen carefully and see if she can figure out 1) what the mother and child are doing, and 2) the German words for apple, dog, or car. HV presents this as a game rather than a test of the mother's linguistic ability.

b. The mother will probably be puzzled by the tape. HV points out that this is what it is like for a child when he hears adults talking around him. He has no idea what they are saying.

c. The only thing which makes it easier for the child is that he not only hears the words, but he also sees the objects to which they refer. His mother says, "Dog" while she shows him the dog, or she says, "Doll" while he plays with the doll. If the mother could see what the German mother and child were doing, she could probably understand some of the words. HV plays the tape again. This time the mother while she listens to the tape follows the description of the mother's and child's activities (see page 4). The home visitor helps by reading description and turning tape on and off. The mother tries again to guess the words for apple (apfel), car (auto), dog (hunt). After one or two playbacks she should at least get the first two.

d. HV explains that it is the same for her child when his mother talks about things he cannot see, the child does not know what she is saying. The only way the child can learn the meaning of words is if those words are paired with the objects or actions to which they refer; i.e. if the mother says, "Dog" while he is looking at a dog, or "Cat" when he's looking at a cat. That's why the best way to help children learn to talk is to describe to them the objects they are looking at, particularly objects they recognize (refer to previous week). When they are eating talk about bowls and spoons, or right now, you could talk about . . . HV demonstrates, describing to the child whatever he's looking at. "You've got your car. What are you going to do with the car? Give the car to mommy? etc."

e. (Optional) If HV wishes she can play a little more tape and discuss: 1) How easy it is to tell when the mother is talking to her three year old and not to the baby. Sentences are longer, faster. Sentences to babies should be short and slow; 2)How the baby uses some noises American babies do not (see end of tape). Children begin to pick up noises of their language very early. Her child is already well on the way to speaking English.

III. Demonstration*

1. HV demonstrates descriptive techniques with the pretend toys. She describes what the child is looking at using short sentences, with nouns, adjectives, and verbs other than the verb to be. You have a doll. The dolly goes night-night. You're drinking from the cup. Etc. HV then asks the mother to try. Total time 5-7 minutes.

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* Include sibling in these activities if necessary.

2. HV explains that of course she realizes that the mother has not got the time to spend all day describing activities to her child. But there are times like dressing and feeding when her attention is focused on the child anyhow. These are excellent time to describe what the child is looking at. HV offers child an animal cracker and describes: "You want a cookie. Here's the cookie. You put it in your mouth. A cookie for Johnny. A cookie for mommy. A cookie for HV." HV asks M to offer a cookie to the baby and try description.

IV. Conclusion

1. HV asks M to continue to emphasize the words of previous week and to fill out another questionnaire.

2. HV asks M to also try describing what her child is looking at. She can do this any time it seems natural but suggest she start this week with feeding or dressing since 1) that will probably be easiest, and 2) these situations contain objects the child recognizes.

ACTIVITIES OF SIGNE AND HER MOTHER

Peter picks up the apple and shows it to his mother (mother speaks).

Signe holds the doll (mother speaks four times, laughs).

Mother holds up the stuffed dog (mother speaks twice).

Peter plays with car (Peter speaks, mother speaks).

Signe plays with doll (mother speaks).

Mother speaks to her son.

Mother demonstrates the drum (speaks three times).

Signe talks.

Signe holds spoons (mother speaks).

Signe gives her mother the spoons (mother speaks).

Mother gives the spoons back (mother speaks).

Peter shows mother a letter (mother speaks twice, laughs).

Signe speaks, then gives spoons to mother (mother speaks).

LANGUAGE: HOME VISIT #3

Purpose:

1. To show mother how to exploit the language-learning possibilities of various situations.

2. To introduce 50 word list.

Equipment:

2 tapes, tape recorder, mailbox, "baby only" toy set, 50 word list.

I. Discussion:

1. HV and mother informally discuss last week's questionnaire (See home visit #2). HV and mother decide on a new word to add for next week. HV gives mother a new questionnaire.

2. HV gives mother 50 word list to put in Baby Book. She asks mother to keep this record over the next 6 months, adding new words as they occur. HV explains that this will be a help to us in planning activities for her child and will be of interest to the mother as well. HV and mother fill out the list for the words the baby already says.

II. Demonstration:

1. HV explains that she would like to show the mother more about how, by describing the child's activities, she can help the child learn language. HV shows child the mailbox, and describes his activities: "That's a red block. You put it in the hole. Open the door, look, there's the block," etc. HV discusses what she is saying with the mother. "He's trying to put the red one in, so I can say . . ." etc.

HV uses short but complete sentences. She describes what the child is doing rather than directing him to do things.

2. HV explains that this may seem simple but, actually, we often fail to use such situations to help the child learn language. HV plays tape of mother and child playing with the mailbox. She and mother go over the transcript noting the use of vague words like "this" and "that" instead of specific nouns, and how the mother does not describe what the child is attending to.

Be careful not to present this as a bad mother but rather as a mother who fails to take advantage of a situation which could help her child learn language.

HV then plays tape of a mother feeding her child as an example of how everyday situations can be used to aid language acquisition. She and the mother go over the transcript noting use of nouns and verbs.

HV asks mother to try description technique using "baby only" toys.

3/21/72

___________ First Fifty Words

			Was it said:	
Date	Word or Sentence	Meaning	Alone	After someone else
1.				
2.				
3.				
4.				
5.				
6.				
7.				
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24. ____

25. ____

26.

	Date	Word or Sentence	Meaning	Was it said	
				Alone	After someone else
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27.					
28.					
29.					
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LANGUAGE: HOME VISIT #4

Purposes: 1. To inform mother about her child's development.

2. To develop her skills in teaching vocabulary.

Equipment: Set of balls, set of spools, assorted toys, Baby Book, and Polaroid, tape recorder, blank tape.

1. Discussion

*** During discussion home visitor tapes child for use in demonstration below.

1. HV and mother discuss last week's questionnaire. If mother did not fill it out, HV fills it out with her now. HV also asks if mother tried the description technique. What happened? How did the child react? How did she feel? HV encourages mother to continue describing situations to her child.

2. HV asks if child learned any new words during theweek, and, if so, she copies these down on her (the HV"s) version of the 50 word list.

3. Using words on the list, HV introduces discussion of the child's sounds. What sounds does he make most often? Does he talk in strings of sounds or "single syllables?" Does he ever imitate the intonations of sentences or phrases his mother uses or the sib uses?

11. Demonstration of sounds

1. HV explains that over the last few weeks we have asked the mother to help her child learn language in general by describing activities, and to learn to understand specific words by repeating those words in the presence of familiar objects. As he child develops, the mother can help him in other ways, today we are going to give her some further ideas about teaching words.

2. HV explains that, as the mother may realize, some words are easier to say than others. It's easiest to teach the child those words that use sounds he already makes. Some sounds are hard for all babies, like the sound "th", but babies differ in the sounds they use most. Some use "b" sounds, others "m" and "n" sounds, etc. By listening to the tape HV has made of the child, HV and mother can discover the sounds her child uses.

3. HV and mother listen to the tape that the HV has been making of the child. (If the child was not talking during the discussion period, HV asks the mother to play and talk to the child, or read him a book for a few minutes. This should make him talk.) They write down, as phonetically as they can, the sounds the child used and decide on the most frequent ones. HV then suggests words the mother could teach which use those sounds, e.g. "b" ball, bottle, baby, banana, etc.:;"n" night-night, nana; "a" apple, all gone etc. HV also suggests words she might avoid.

10/30/72

111. Demonstration of definitions (15 minutes)

1. HV explains that, of course, learning a word means more than learning a sound. A word means something. Children don't just learn to say "dog." They learn to say "dog" when there's a dog and not when there's a cat. One way to teach the child what a word means is to repeat that word in the presence of a familiar object as the mother has been doing. But there are other things you can do. One of these is to show the child what the object does as you name the object.

2. HV gives child the group of balls. HV points out to mother how he tries a series of behaviors- mouthing, hitting, throwing, with each of them. He is concerned with what the objects do (if child doesn't try actions spontaneously, HV gets him started by throwing balls, etc.). HV points out that he pays little attention (we hope) to the different sizes and shapes.

3. HV gives child an assortment of spools and repeats #2, this time emphasizing, again, how interested the child is in what he can do with the objects and how uninterested he is in their color. HV also refers to mailbox and -how the child wanted to make it work but was totally unconscious of the shape of the blocks.

4. HV explains that that is why, when teaching a child a word, it is important not to just say "See, its a clock." The child won't pay attention to the shape, so just from looking he cannot learn that "clock" means a "clock". But if one says, "clock" while showing the child what a clock does (goes tick tock) then he will understand that clock means clock and not mirror, wall, etc.

5. HV shows child toys and demonstrates. She says the names for toys while showing the child how they can be used. "See,it's a cup. You can drink from it, etc." HV asks mother to join her and they do this together. HV suggests that this be done when teaching words, and also when child sees new objects.

1V. If you have not already given M a Baby Book, do so now, and take a picture of B for it.

3/24/72
10/30/72 (r)

11/2/72 (r)

LANGUAGE: Home Visit # 5

Purpose

To interest the child in speaking through games.

Equipment

To be left with family: Paper plate mask, bell, ladybug.

To remove: Toy set. Daily Record.

Procedure

I Discussion

1. HV explains that last month's activities were devoted to helping her child learn to understand words. We hope she will continue to describe activities to her child and teach him words in the manner we suggested. Now that he's older we can concentrate on helping him speak as well as understand.

2. HV asks mother: When does her child talk the most? In his crib? When others talk? When he's moving from place to place? Has she noticed this changing as he gets older? HV points out difference between child's non-communicative use of speech and that of adults (and sibling, if any) who mostly talk to others.

3. HV explains that we are going to suggest ways to have her child use language as adults use it -- to talk to other people. We are going to try to interest the child in talking to others.

II Demonstration: Vocal reinforcement

One way to encourage the child to talk is to smile and talk to him.

1. Baseline: For five minutes HV and M chat about the weather, etc. while B plays with toy set. Siblings may also play with toys. HV keeps a tally of C's vocalizations. HV tries to talk as much as possible.

2. Reinforcement: HV removes our toys and gives child some of his own. For five minutes M plays with B and talks and smiles. HV tallies.

3. HV and M compare baseline and reinforcement period. HV makes a point of "how much effect mother can have on her child's speech."

III Demonstration: Games

Another way to interest the child in speaking to others is to play language games.

HV plays some or all of games suggested below (at least one of each type). She encourages M to try them too, but does not force this.

Rather, she tries to get M to want to try by seeming to enjoy the games herself immensely. If there is a sibling present HV might play with B while M imitates with sib or visa versa. Or HV could play with sib, then B, then sib, etc. If B tires of games before all types have been demonstrated, HV can show M Daily Record while baby rests.

1. Imitation games: Adult imitates child's sounds with great emphasis. Try to get close to the child and exaggerate lip and tongue movements. This game should be accompanied with laughter, smiling, clapping, etc. Child should eventually join in and begin imitating adult, smiling, laughing etc.

2. Word games: Adult plays a standard game in child's repetoire, emphasizing one word. Pat-a-cake, pat-a-cake baker's man; or peek a boo. Try to get child to imitate this word.

3. Rhymes: Adult says rhymes to child which are accompanied by movement: "Three little pigs," "Tom Thumb," or "Beehive": Make a fist with your right hand. This is a beehive. Bring out a finger as you count each bee. Begin with your thumb: "Here is the beehive. Where are the bees? Hidden away where nobody sees. Soon they come creeping out of the hive - one! two! three! four! five!" Using the bell: "Here is the bell, it can sing, you can shake it, ring, ring, ring." (ring bell.) Using the ladybug: "See the bug, here it goes ("wind" bug), where it stops nobody knows."

4. "Rough house": Adult says rhyme and physically contacts child. HV suggests these are particularly good for father and child. Possibilities: Buzzy, uzzy, buzzy bee! (Tickle on bee). A E I O U! (Tickle on U). Riding horse, hickory dickory dock (tickle upwards on mouse running up, down on mouse running down).

IV Conclusion

1. HV asks mother to pick one or two of these to try during the week. Good times are: changing baby, bath, during T.V. commercials, etc. HV leaves the ladybug, bell and plate to encourage the mother to try these games.

2. Daily Record: HV gives mother Daily Record Form and asks her to fill it out for one day this week. HV explains that this will help us get a picture of the typical day of children at this age.

4/3/72

11/2/72(r)
Language #5

LANGUAGE - HOME VISIT # 6

Purpose:

To help mother interest her child in speaking.

Equipment:

Tape recorder, tape of songs, jack-in-a-box, mask, sunglasses, questionnaire, rhyme book.

Procedure:

I Discussion

1. HV asks M if she tried any of the games last week. Were there any that B particularly enjoyed? Did he "ask" for any of them (bring her ladybug etc.)? Did he imitate her when she said rhymes?

2. HV asks M about her use of descriptive speech. If necessary, review this briefly. For mothers who have caught on, HV asks when they are using it and suggests some additional times they might try it, e.g. if using when feeding, how about dressing? etc.

3. For children who are learning words: HV and M go over 50 word list and add any new words. HV asks M about circumstances in which these words are usually spoken. Does the child say them, a) when he wants something, e.g. "cookie" when he wants a cookie, b) when he sees something, e.g. "cookie" when M gives him a cookie, c) in a standard situation, e.g. "Hi" when M comes to get him up in the morning. HV notes answers on her version of 50 word list.

4. HV collects Daily Record and goes over it with mother. Codes and returns next week.

II Demonstration: Novelty

1. HV asks M if B saw anything new in the last week or so. Did B get a new toy? Did M wear a new dress? Did he see a new person? HV asks M how child reacted: was he interested, afraid, etc. HV explains that, as M has undoubtedly noticed, new things interest children, especially small changes in familiar things.

2. HV gets child's attention. Then puts on sunglasses. Hopefully child will look interested and be curious. Then HV puts mask on her or M's face. Child will probably be slightly taken-a-back. HV discusses B's reactions with M. Then explains that it is the same with language. Small changes in normal speaking will often interest baby in talking.

3. HV repeats games of previous week. This time however, she uses novelty to maintain child's interest. She asks M to participate by trying the games and thinking up variations.

a. Imitation games: Adult imitates child; then changes sound used or pitch.

b. Word games: Adult plays pat-a-cake or peek-a-boo; then changes word emphasized, pitch, or rhythm.

c. Rhymes: Adult says rhymes to child, accompanied by movement; then she slows down, or speeds up, changes tone of voice, etc. This week, make up a rhyme for one of child's own toys.

d. Rough house: Adult says rhyme and physically contacts child; then change point at which child is contacted.

III Body parts

1. This week introduce a new type of game, those using toes and fingers. M probably knows "this little piggy," or "Tom Thumb." Teach her and B one of the following.

a. "Open shut them; open shut them,
Give a little clap,
Open shut them; open shut them
Lay them in your lap."

b. Here's a ball for baby, (forming ball with fingers)

Big and soft and round.
Here's a little hammer (pounding fist against palm)
See how it can pound.
Here's a big umbrella (one finger under the palm of the other hand)
Here's a little cradle (forming cradle with hands)
To rock a baby by.

2. Give mother Rhyme book

IV Singing

1. HV explains that another good way to interest the child in language is to sing to him. Babies like music and so music can be used to interest them in speech.

2. HV plays tape of songs to child. HV sings along and encourages mother to join in.

3. HV then plays tape of songs at slow speed and at fast speed. Again discuss child's reactions to novelty. HV repeats # 2 and 3 with jack-in-the box.

4. HV asks M what songs she knows. HV asks if she would sing it to child once every day this week at the same time of day. Bed time is usually a good time for this activity. HV aks M to fill out questionnaire on child's reactions.

4/6/72

II Observation of the unusual (of this visit, of this mother, of this baby).

III Program, progress report: how the curriculum is working.

New words.
eyes
nummy-nummy (food)
paper
birdie
na-na (grandm.)

Imitates sounds: when asked
what does doggie do – "woof-woof"
" " Sm " - "aiee"
" " fire engine do - makes siren sound

LANGUAGE - HOME VISIT # 7

Purpose:

To interest the child in speech through the use of books.

Equipment:

Three books - See The Bear, Baby's Pets, and Baby Animals.

Procedure:

I. Discussion

1. HV returns Daily Record to M. Puts it in Baby Book.

2. HV and M go over last week's questionnaire:

   a. If M sang, but did not complete questionnaire, HV and M complete it at this time.

   b. If M did not sing, HV and M sing and change song at this time and complete questionnaire.

3. HV enquires if B enjoyed this activity? Did M enjoy it? If they liked it, HV encourages M to continue singing the normal song with occasional variation this week. If they did not like it, HV and M pick another game for M to use with B.

4. HV records new words, if any, on 50 word list. If the words on the list are similar in any way, HV points this out to M. Possible similarities: 1) Many words are proper nouns - Mom, Dad, Jimmy, 2) many words name objects, 3) many words are standard phrases - bye bye, thank you, 4) many words start with B - baby, bottle, ball, etc.

II. Demonstration: Review

HV shows M a game or song she did not play in a previous week, as an example of "another game you can try." After a few presentations she varies the game and discusses B's reactions, if any.

III. Demonstration: Books

1. HV explains that another way to interest children in speaking is through books. Books also increase children's understanding. HV asks M if she has ever shown books to the child. What was his reaction? Are there any he likes? If there is an older sibling, HV asks about sib's interest in books. What did he like? When?

2. --- Insert Special Curriculum Here ---

3. B will probably show something less than extreme enthusiasm for the books. HV explains that babies are often not interested in books. But books can be such a help to their language that it is worthwhile to try and get them interested. HV can draw the analogy to peek-a-boo or another of B's games. At first M had to start the game. Later B started it himself. So at first M must get B interested in books. Later he will like them himself.

The easiest way to interest B in books is to make them a way of getting M's attention. It's best to hold B on your lap, put a lot of enthusiasm in your voice, and maybe make up a game for one picture (e.g. bounce B when you show him the horse, tickle him when the cat says meow, etc.).

4. HV asks M to "read" B Baby Animals. HV encourages her to hold B on lap and read with enthusiasm. HV suggests a game for one picture.

*For siblings: another way to interest B in books is to let him see others reading. Reading books to sib and baby at same time can be an effective substitute for holding B on lap.

IV. Conclusion:

HV asks M to concentrate again this week on singing or playing games with B. Next week we will bring a book for her to keep and read with B. We will probably be bringing one book a month from now on.

4/13/72

LANGUAGE: HOME VISIT # 8

Purpose: Review

This visit should be used to review the first two months of the curriculum and to make up any visits that have been missed. The HV should prepare for the visit by reviewing previous visits and determining which area(s) should be re-emphasized for her particular mother and child. Everyone should review books (see below).

Equipment:

Two books, rhymes, and other items as needed.

Suggestions for review:

1. Ask M if she has noticed any changes in B's speech in the last two months. Ask her if she has any questions about any of our visits.

2. Teaching words to B: Two techniques were suggested 1) repeating words in the presence of objects and 2) functional definitions. The latter was not emphasized and might be appropriate for review. Suggested activity: collect some of the child's toys and a few household objects (cup, spoon, spatula, etc.), present him with the toys. Talk to the mother about those he knows and those he does not know. The former are good to teach, the latter need functional definitions. Demonstrate and have mother try.

3. Descriptive speech: This was emphasized in the early curriculum. If the mother still needs help you could review this area. Suggested activities:

a) Review the concept with M then present her with "further examples such as a feeding situation - using a banana, animal crackers, glass of water, etc. - or a dressing situation - using a necklace, hat, tying baby's shoes or dressing a doll.

b) Review the concept. Then, using feeding, dressing, or any other toys you like, tape yourself talking to B. Replay the tape for M. Then, if she is not too threatened, tape her talking to B. Another possibility would be to tape the sibling with B.

4. Games: Ask the mother if she has been singing or playing games with B. Does she enjoy it? Does B? Make sure she understands why this is a good idea. Suggested activities: Play more games with B, using technique of novelty. Make up rhymes for some of B's toys, or make up rhymes that would fit a feeding or dressing situation. Give mother rhymes to put in Baby Book.

5. Books: Everyone, including HV's making up a visit, should do this section.

a) Review reasons why books are good for language: 1) they increase understanding 2) they interest the child in speech.

b) Read *Baby Animals* to B in the manner described in Visit # 7.

c) Ask M to read *Farm Animals* to B. Comment on child's short attention span. He will come to be more interested in books as he becomes familiar with them and learns to recognize the pictures."

d) Leave *Farm Animals* with M. Ask her to read it or another book to B as often as she can, preferably at a set time, like bedtime. Stress that it will be a help if she hold's B on her lap and/or makes up games for some of the pictures.

4/21/72

LANGUAGE HOME VISIT #9

Purpose

1. Encouraging M to read to child.
2. Introducing concept of using speech to communicate wants and needs.

Equipment

Animal crackers, top, jack-in-the-box, ball with bird inside.

Forms: Communication Questionnaire, 2 copies).

Procedure

I. Discussion: Reading to child.

1. HV asks M about her success in reading to B. Did she try it? Did B enjoy it? During the week did B seem to learn to recognize any of the pictures?

2. HV explains that books are good for helping the child learn words. But they are also a good opportunity to help him learn to understand simple sentences. If M makes up a sentence such as "show me the pony's tail" or "where's the cow?" and uses it everytime the appropriate picture occurs, B may soon come to understand that sentence. If M gives the answer too "there's the tail" or "that is the cow", B may eventually try to imitate her.

3. HV and M make up a few sentences and try them with B. HV suggests such sentences can of course be used in other situations besides books. "Time for Bed", "let's go outside", etc.

II. Discussion: Communication

1. HV explains to M that in the past 2 months we have been trying to acquaint B with language. We have tried to interest him in speech and to improve his understanding. Now that he's getting older we can begin to think about helping him to really use language to tell somebody something.

2. HV says that "First we'd like to see how the child tells M something now." HV and M complete two copies (one for HV and one for M) of the communication questionnaire.

3. The B will probably be quite adept at communicating the first items on the questionnaire. But the last are hard to do without language. HV points this out to M -- one of the advantages of language is that B can use it to ask for specific things he wants and needs. This is difficult to do without words.

(cont.)

4. HV and M go over 50 word list. They note how child uses words (see Visit # 6). HV points out that in spite of the fact that language is good for asking for things this is not the way the child first uses speech. Many children in fact who talk quite well still whine and cry when they want something.

III. Demonstration:

1. HV explains that to teach B this use of language M should name the object when B asks for it, as well as when she gives it to him. Say "Want cookies?" "More milk?" HV suggests that two words, like want plus object's name or more plus object's name, be used.

2. HV demonstrates with some of the objects she has brought along and has M try with others. HV says "Want cookies?" or "More top?" when child indicates he wants something. She says the object's name again when she gives it to B, e.g. "cookie," "top," etc.

4/28/72

LANGUAGE

Home Visit # 10

Purpose:

1. To increase mother's awareness of child's comprehension abilities.

2. To allow M to react appropriately to these abilities.

3. To review descriptive speech.

Equipment:

Tape recorder, tape, comprehension toys and flash cards, toy set.

Procedure:

I. Discussion

1. Review: HV asks M about her efforts at reading to the child. Did he enjoy it? Does he prefer reading or games? HV suggests that, if B prefers one to the other, M should concentrate on what he likes now and occasionally introduce the less preferred activity.

2. Review: HV inquires about use of want and more. Did M try it? Did it seem natural? Does she usually talk in that short a sentence to B? Has she noticed a difference in how well B understands her if she talks in short sentences ("Ball") as opposed to long ones ("Give me the ball")?

II. Demonstration: Tape

1. HV explains that certain lengths of sentences are easier for B to understand than others. Those that are a little harder than than those he understands are best for helping him learn to talk. Right now it's best to talk in short sentences. As he learns to understand more, you can talk in longer sentences.

2. HV plays tape of mother with 14 month old and three year old. HV and M go over the transcript noting the difference in how M speaks to both children. Speech to the three year old is longer and sentences are usually complete ("Like those you would use with an adult").

III. Demonstration: Comprehension

1. HV explains that while it may be obvious that one should talk differently to a one year old and a three year old, there are also differences in how to talk to a baby at 15 months, and at 18 months. To help him learn to talk it is always best to talk in sentences a little harder than those he understands.

2. "Let's see what he understands." HV gives B comprehension toy set. HV asks M to read commands on flash cards to B. Have her read exactly what is on the card and say baby's name first. She can repeat three times. HV emphasizes that M waits until B seems ready to listen to her (this may be 5 minutes) before reading the card. (All mothers did this as part of the language pre-test session.) HV "scores" responses on attached sheet.

3. HV and M go over child's responses. They note which sentence length B responded to most. HV suggests that M wants to talk in sentences a little bit longer than those. E.g. if he responded best to "See ball?" she would want to say, "See the ball?" but not "Can you see the ball on the chair?" That way, she will talk simply enough so he can understand but hard enough so that he will learn something by listening.

IV. Demonstration: Talking to baby

HV gives toy set to baby and demonstrates technique to mother. At the same time she tapes herself. Technique is the same as for descriptive speech: short sentences, nouns, describing child's activities. This time, however, HV emphasizes sentence length, speaking at a level of complexity just above the child's. In addition, she uses "more X," or "want the X," as in Visit # 9. After a few minutes of using short sentences she switches to long ones. She then plays the tape back to M noting the difference. HV asks M if she will try talking this way to B this week whenever she wants B to obey her and let HV know next week how it works out.

V. Conclusion

HV gives comprehension score sheet to M to put in Baby Book. HV explains that we'll try this every few months and it may be fun to see how her baby changes.

5/8/72

MOTHER, DOUG (AGE 3) AND LAURA (14 MONTHS)

MOTHER (TO DOUG): Yes they belong to the Disney Land one, that's right.

DOUG (TO MOTHER): Put doggie away in here, see?

MOTHER (TO DOUG): You can put that one away.

DOUG (TO MOTHER): What?

MOTHER (TO DOUG): Remember, we saw him last night on the program?

BABY: Cries

MOTHER (TO BABY): Aw. What is that? Whoop!

DOUG (TO MOTHER): I bet that we can't find the other'un.

MOTHER (TO DOUG): Oh, I bet we can find them later. We can find 'em later. We had the hat before, didn't we?

DOUG (TO MOTHER): Or maybe the other'un got lost outside.

MOTHER (TO DOUG): I don't think we took them outside.

DOUG (TO MOTHER): I think the other'un got lost outside.

MOTHER (TO DOUG): You do? Who took them outside?

DOUG (TO MOTHER): Or maybe they rolled or something.

BABY: Cries

MOTHER (TO DOUG): Oh shoot huh?

DOUG (TO MOTHER) - Incomprehensible -

BABY: Vocalizes

MOTHER (TO BABY): What are you talking about Laura?

BABY: Cries

MOTHER Oh. Aw. What? What? Here. Look. What's this? You like that? O.K. Here. No. Not that?

BABY: No

MOTHER(TO BABY): Want this? That look like a paint box?

BABY: Cries

MOTHER: You grumpy? Are you grumpy? Where's the kitty? Where's the kitty? See her there? That's a girl.

MOTHER (TO BABY): Want to put them back in the box?

BABY: Vocalizes

DOUG (TO MOTHER): What's this, these?

MOTHER (TO DOUG): That's a vase. That came on a truck. The truck was pulling that along.

DOUG (TO MOTHER): What?

MOTHER (TO DOUG): Those were extra blocks in the truck.

LANGUAGE Home Visit #11

Purpose:

1. To develop mother's awareness of child's comprehension abilities.

2. To allow M to react appropriately to these abilities.

Equipment:

Questionnaire, comprehension toy set and flash cards.

Procedure:

I. Review

1. HV asks M about book. Does B still enjoy it? Has he gotten bored with it? What about songs and games? Has B learned any of the words or gestures? Does he enjoy them?

2. Add any new words to 50 word list.

II. Discussion

1. HV asks M if she remembers the time we played the tape of the German mother and baby. Does she remember how we discussed the fact that words only made sense to a baby when they labeled something right in front of his nose? We spoke then of how important it was, in teaching your child language, to talk about objects right in front of him.

2. HV explains that while that's still true to some extent, B has learned to understand a lot more since then. If words occur in a familiar situation he can guess at the meaning. For example, if HV says cookies while talking to M B will probably not react. But if she says it in the kitchen, B will probably look for cookies. So now, IF you give B enough hints, he can also learn language even if it is not about something under his nose.

III. Questionnaire

1. "Let's see what kind of hints baby uses." HV and M fill out 2 copies of attached questionnaire - one for M, one for HV. HV points out the kinds of non-linguistic cues B uses to figure out what's happening; intonation, gestures, situations, etc.

2. HV and M compare type of hints B uses with those M uses to interpret B's behavior - see questionnaire from Visit # 9.

IV. Demonstration

1. Help from gestures: HV and M repeat part (or all) of last week's

comprehension test. This time HV and then M use gestures - pointing, beckoning, demonstrating, to make meaning clear. With any luck B's performance will improve. HV points this out to M.

2. Help from intonation: Say no or stop it to child in a soft and then in a loud tone of voice.

3. Help from situations: Ask B if he wants to go night-night. Then go in the bedroom and have his mother repeat the question. Ask B if he wants a cookie (or if that's too easy, something else he likes - fruit?). Then have M ask him in the kitchen. Ask B if he wants to go bye bye, outside, etc. Then go to the door with your, or his, jacket and ask (omit if B will become upset at the deception). Point out to M how situation-bound B's understanding really is.

V. Conclusion

1. HV makes point that you don't always have to talk about what is in front of B's nose to teach him language. But if you don't, at this age, "hints" are very important. You need to use gestures, intonations, and/or situations so B can learn to understand what the word means and thus learn to say it.

2. Advanced curriculum - pick a non-referential word or phrase, which always occurs in the same situation, for M to teach B, e.g. go for a walk, go night-night, time for dinner. Ask M to try teaching this to B by always saying it in conjunction with the situation.

3. All others - have M continue with last week's assignment. If she did not try it, encourage her to do so, and shorten the list if necessary. In addition have her label the situation she has chosen - time for your bath, time for dinner, let's get dressed, and see if B can learn that word or phrase if she repeats it using the "hint" of a recurring situation.

5/12/72

LANGUAGE: Home Visit # 12

Purpose:

1. Demonstrating to M the importance and nature of functional definitions.

2. Encouraging the use of books.

Equipment:

Collection of balls, collection of cars, other objects if needed for IV (see below).

Procedure:

I. Review

1. HV reviews with M her efforts at teaching words in context and words for wants and needs. Is she having any luck? Has child imitated her at all? If so, HV encourages enthusiastic reception of any and all efforts. If not, HV encourages her to keep trying.

a. Add any new words to 50 word list.

II. Functional Definitions: Discussion

1. HV reminds M of visit on functional definitions - the one with the spools and the balls. The central concept of this visit was that children label objects according to what they do - balls are things you throw, cups are things you drink out of.

2. HV suggests that in the next 3-4 months the child will be vastly increasing his vocabulary. He will learn to understand new words and may learn to say many new ones as well. His big problem will be figuring out what the words mean, i.e. figuring out that dog means dog and not cats too. The way to help him is, as you tell him the name for an object, show him what that kind of object does.

III. Demonstration

1. HV gives child a collection of balls. She asks the child for a ball "Give me the ball." When he gives one, she removes it from the set and asks again. After obtaining 3 balls in this manner she demonstrates to the child that some of the remaining objects are also balls, "See its ball, you can throw it." HV allows the child to play with all the balls for a few minutes then again asks for a few balls. HV points out to M that, "Now that he's seen that it behaves like a ball, he knows it's called a ball."

2. Repeat # 1 for cars.

3. HV makes the point that if you want to teach a child that something is called a ball, a cup, a dog, or whatever, the key thing to do is to show him that it behaves like one.

IV. Child's Definitions

1. HV picks a word or words from the child's list. The word should refer to an object if possible. She and M agree on what the words mean and note on attached questionnaire. Then HV determines, by asking M a series of questions, what the child thinks the word means. The questions will vary with the word chosen, but, for example, if the word is "doggie," when does he say doggie? When he sees a real one? A stuffed one? A black one? A small one? In his house? At a friend's? Would he call a cat a doggie? A bird? A pekingnese? A horse? If its practical, HV can collect examples of the object around the home (or bring them with her) and experiment with what the child will call a dog. Note child's definition on questionnaire.

2. From the discussion HV points out that the child does not use some words as adults do. His definitions are more restricted (doggie refers only to his dog) or more global (dogs are cats). To help him learn, we have to show him that things he does not think are dogs really act like dogs (can be petted, say woof, woof) and things he thinks are dogs don't act like dogs.

V. Homework

1. Advanced Curriculum - Have M pick another word of the child's and fill out a questionnaire this week to determine child's definitions. Encourage her to continue teaching situation word of last week.

2. All others - Have M add functional definitions to words she is teaching. Make up specific examples e.g. "see its a cup. You can drink from it" (demonstrate) etc., and write the examples down.

5/18/72

LANGUAGE: HOME VISIT #13

Purpose:

1. To encourage M to read books to B.

2. To encourage M to use functional definitions in establishing and extending B's vocabulary.

Equipment:

1. Book

2. Several instances of a word in B's spoken or understood vocabulary (see below). Each HV will have to make up a set- see Susan S. if objects are not readily available.

Procedure:

1. Book

   1. HV collects Daily Record and thanks M. for help. Score and return next week.

   2. HV reviews with M the concept of functional definitions. HV asks M if she was able to use this at all during the week? HV explains that books are often an excellent opportunity for using functional definitions. Since B is probably bored with Farm Animals by now,, we have brought him a new book. M can try reading it with functional definitions, i.e.telling B what each object does as she shows him the pictures.

   3. HV demonstrates. She shows B new book and lets him explore it. Then, preferably holding B on her lap, she shows him the pictures, "See, it's an apple. Apples are for eating. Yum,yum." Or, See, it's a dog, the dog goes woof-woof, for each picture HV mentions something the object does or can be used for.

   4. HV encourages B to show M the book. She asks M to read, helping her to describe each object's function. At some point in this process HV has M ask B, "Do you have a dog (shoe, comb, etc.)" "Where's (name's)dog? Have child bring his version of the object. Then say, "Yes, that's a doggie too. It goes woof-woof. The dog in the book (point) goes woof-woof." HV explains to M that children sometimes don't realize that the pictures in the book are supposed to be dogs, balls, etc. It helps to match them with real objects. (This will be extended in Visit 14).

   5. HV leaves the book for B to keep.

11. Extending Vocabulary

   1. HV reviews with M last week's questionnaire. Or, if no questionnaire

(cont.)

assigned, discuss questionnaire from Visit #12. HV and M discuss the differences between the child's definition of his word and an adult's definition. Hv explains that one of the most important things mothers can do in the period form 18-24 months is to help their child learn the adult definition of his words. They can help him learn that certain things are doggies and other are not. HV explains that she has brought some things today to try and help B learn the adult meaning of ______. (The word chosen can be either 1) the word defined in Visit #12, 2) another word from the 50 word list, 3) a word B understood on comprehension test- HV should choose something easily represented and used like bottle, baby, book.

HV gives child a set of objects representing instances of ________. She allows the child to play with the objects and explore their properties. At least three times for each object she demonstrated the property which defines it. For example, if the word is bottle, See it's a bottle, you can open it. You can put things into a bottle. HV comments to M that it is by using like objects and being told they have the same name that the child comes to understand the adult meaning of the word.

111. Homework

1. HV and M decide on a word for M to extend during the week, Advanced Curriculum: -this should be, if practicable, the word that M completed questionnaire on last week; b) Sue P., Vickie, Nancy-this should be one of the list of words M is supposed to be teaching.

2. HV and M decide on some new instances of that word which M will try to teach, e.g. baby. If child uses this only for dolls it could be extended to babies on television, babies in magazines, real babies in the park. Or cup- could be extended to measuring cups, cupping your hands, the cup in the bathroom. Or spoons, measuring spoons, a wooden spoon, a picture of a spoon.

5/30/72

LANGUAGE: Home Visit # 14

Purpose.

1. To encourage M to make a scrapbook for her child.

2. To inform M about the process of her child's language development.

Equipment:

Construction paper, "double-stick" scotchtape, and pictures of familiar and unfamiliar objects. 2 copies of attached questionnaire. (______'s Early Words.)

I. Review:

1. Return Daily Record to M.

2. Review last week's homework. Did M have any luck extending the concept she chose? If not, HV encourages M to keep trying. HV cautions that, probably, this process will take several weeks to accomplish.

3. Did B enjoy the books? Was M able to use functional definitions? Did B imitate any of them, e.g., "The dog goes bow-wow." Did he say bow-wow? HV mentions that children's imitations may not always sound much like the adult word. But it is important to accept anything they say, otherwise they may just quit trying, e.g., M, "See it's a car." B, "Da" M, "Yes, a car."

II. Discussion: Baby's First Words

1. HV explains that, in the process of learning words children first learn one kind, then another. Some weeks they're interested in animals; dog, cat, etc., others in their face; eyes, nose, etc. If you want to help your child learn new words it's easiest to "tune in" to the kind he's interested in and try teaching those rather than having to fight to bring him around to what you're interested in.

2. M and HV, using 50 word list, fill out 2 copies of the accompanying questionnaire (one for HV, one for M). HV and M discuss: a) What word type B is into now? b) What he was into? c) Is he more interested in object words (#1-4) or non-object words (# 5-8)? d) What kind of words M would like him to learn? If d) is different from a) HV encourages M to stay with a); in the long run it's easier for her to go along with B than visa versa.

III. Scrapbook:

1. HV explains that today she's brought a new gimmick to help B learn words. She, M, and B then assemble scrapbook:

a. Show the child several pictures of objects he can name. Ask him "What's this?" Pointing to a picture. If he names it (accept anything remotely sounding like the name) tape it in the book. If not, try another picture.

b. For children who don't talk or pictures not named in a., ask them "Show me the ____________."

c. If even this fails, paste the pictures in anyway. Then 'read' the book to B, using functional definitions.

d. Repeat for unfamiliar objects. This time have M "read" the book.

IV. Homework:

1. Advanced Curriculum -- ask M to cut out some pictures during the week of whatever concept she is trying to extend and put them into the book, unless a) she already was successful in extending concept or b) word she chose is not of a type baby is learning at the moment (see II above). In that case, choose a new word to extend and have her cut out pictures of that.

2. Others -- same as #1, except also discuss word list M has been trying to teach. Add or drop words according to their closeness to whatever word type B is interested in (see II above).

6/2/72

LANGUAGE: HOME VISIT # 15

Purpose:

1. To encourage M to begin teaching B relational concepts.

Equipment:

1. 1 set of "open" objects.

2. 1 set of "up" objects.

3. 2 new pictures of an object other than one that M is collecting pictures of (cut out yourself or see Susan B.).

I. Review

1. HV asks M about her success in extending one of B's concepts. Does he use the word in new situations? Does he understand it in new situations? Was M able to find any more pictures of that word to put in scrapbook?

2. HV produces new pictures of another word and she and M put them in scrapbook, then they "read" scrapbook to baby, using functional definitions.

II. Extending Relational Concepts

1. HV reminds M of Visit # 13 in which she tried to extend B's concept of ________________. HV explains that children not only have trouble learning the meaning of words that name objects, they also have trouble learning the meaning of words that name actions like: go, stop, open, close, (get) up, (get) down. Often, for example, a child will say "up" when he means he wants to get down, and he wants to get up but not when something else is up on the shelf.

2. HV and M refer to 50 word list and/or last week's questionnaire. They determine if B has any words for actions (some children who do not have words may have definite sounds meaning "pick me up" or "give me that"). Using the questionnaire from Visit # 12 as a guide, they attempt to discover B's definition for each action word.

3. HV explains that today she is going to try and help B extend his definition of (or, if he does not say or understand up and open, learn the meaning of) 2 action words: "up" and "open." HV first gives the child the "open" objects. She and child play with objects for 5-10 minutes. During this period, HV talks about "open" e.g. open the jar, open the doll's eyes, etc. She demonstrates the use of objects if necessary, but in general play is elaborative. During this period doors and drawers should also be opened. HV asks M if she can think of any other household objects which might be "opened."

4. HV repeats with "up" toys. Include also stairs, shelves, and picking up the child. Again, HV asks M for suggestions.

6/8/73

LANGUAGE VISIT # 16

Purpose: Review

Use this visit to review any concepts on which your mother and/or baby need help.

Suggestions:

Language games: Games, poems, rhymes and songs which were used in "Mother Only" are available for Language mothers. HV can give M copies and play the games with B.

Functional definitions: Review the concept of functional definitions. Take books and read them with M and B.

Concept extension: Take some objects representing another concept of B's, and some representing objects he might erroneously class with that concept because they are alike in form, e.g. take dogs but also cats, balls but also beads and spools, cups but also jars. Play with and talk to B about these objects.

Scrapbook: Paste more pictures in the scrapbook and use them for review of functional definitions, concept extensions or (especially with a picture of several things) descriptive speech.

6/16/72

HV6

HV6

QUESTIONNAIRE

Did your baby	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
	Sing song normally		Sing normally and then change to a squeaky voice		Sing normally and then speed up the song	
SMILE?						
LAUGH?						
IMITATE YOU?						
TRY TO SING?						

COMMUNICATION

1. How does your baby tell you he wants to eat?

2. How does your baby tell you he wants to sleep?

3. How does your baby tell you he is afraid?

4. How does your baby tell you he wants to be held?

5. How does your baby tell you he wants to keep playing a game?

6. How do you know when your baby wants a cooky (instead of milk)?

7. How do you know when your baby wants to go outside?

8. How do you know when your baby wants daddy to come home?

9. How do you know when your baby wants to play with a certain toy but he does not know where it is?

5/1/72

HV, 2

WHAT ______________ UNDERSTANDS

RESPONDS*	IGNORES
1. Give ______ the cup ______ to the doggie ______	________
2. Spoons ______	________
3. Make car ______ go ______	________
4. Give baby (dolly) ______ drink ______	________
5. Shoe ______	________
6. Put the keys ______ on the table ______	________
7. Throw ______ ball ______	________
8. Brush ______ your hair ______	________
9. Give ______ cup ______	________
10. Talk ______ on (tele)phone ______	________
11. Doggie ______	________
12. Put the spoons ______ with the keys ______	________

* Check if child looks at, picks up, or performs appropriate action on object.

H V 24

Language #24
11/30/72

"WHAT DO YOU SEE?" CONVERSATIONS

__________'s Response

Situations	Did __________ answer?	What was the question about?	What did he say?
1.			
2.			
3.			
4.			
5.			

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WHAT DO YOU WANT? Conversations

Situations

_____________'s Response

	Did ________ Answer?	What was the question about?	What did he say?
1.			
2.			
3.			
4.			
5.			
6.			
7.			

9/15/72
Language

_______________'s Conversation

How many times did the baby:

1. Talk about people?

2. Talk about animals?

3. Talk about things?

4. Talk about what he wanted (or did not want)?

5. Talk about how he felt?

6. Talk about what he did?

_____ _____'s LANGUAGE

FIRST DAY

	_____ (WORD)	_____ (WORD)	_____ (WORD)	_____ (WORD)
1. Did your baby look at you? 2. Did your baby smile? 3. Did he seem to understand 4. Did he make any sounds? What?				

SIXTH DAY

	_____	_____	_____	_____
1. Did your baby look at you? 2. Did your baby smile? 3. Did he seem to understand? 4. Did he make any sounds? What?				

________ First Fifty Words

	Date	Word or Sentence	Meaning	Was it said:	
				Alone	After someone else
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					

Date	Word or Sentence	Meaning	Was it said	
			Alone	After someone else
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
36.				
37.				
38.				
39.				
40.				
41.				
42.				
43.				
44.				
45.				
46.				
47.				
48.				
49.				
50.				

______________'s Early Words

1. Names for people

    a. Specific (mommy, daddy, Johnny)

    b. General (girl, baby)

2. Names for animals

    a. Specific (Rover, Spot)

    b. General (dog, cat)

3. Names for things baby uses

    a. Toys

    b. Food

    c. Clothes

4. Names for things everybody uses

   a. Vehicles

   b. Furniture

5. Names for actions (up, down, outside [meaning "go outside"])

6. Words that tell you how he feels

   a. Social words (Hi, bye bye, thank you, please)

   b. Words that say how he personally feels (want, me, mine, no, yes)

7. Names for things objects do (crash, go boom, bow wow)

8. Names describing objects (big, all gone, hot, cold, pretty)

9. Others

6/2/72

LANGUAGE: DEVELOPMENTAL MILESTONES

The Developmental Milestones for language can be presented as an opportunity for us and the mother to view some of the more subtle milestones in language development. Mothers usually are aware of when their child spoke his first word, when he could name everything, when he said a sentence. But the home visitor may want to explore with the mother the idea that language learning is a very complex process. Thus one might expect that it would proceed by many little steps, some of which are on the milestone list, as well as the big ones we all remember.

Ask the mother to try, using the 50 word list and her observations over the next two weeks, to record the age at which her child attained these milestones. Caution her that he still will not have reached many of them. She may want to "test" his ability to do some of them such as bringing an object from another room or talking on the telephone.

9/28/72

Language

21 MONTHS: DESCRIPTIVE WORDS THAT ________ UNDERSTANDS

1. Words describing how objects are related:

a. Open/close yes_____ no_____

b. Under/over yes_____ no_____

c. Big/little yes_____ no_____

d. Soft/hard yes_____ no_____

e. Long/short yes_____ no_____

f. Others

____

____

____

2. Words describing how objects look:

a. Colors: Red yes_____ no_____

Blue yes_____ no_____

Yellow yes_____ no_____

Green yes_____ no_____

b. Shapes: Circle yes_____ no_____

Square yes_____ no_____

Triangle yes_____ no_____

Others: _____________

____

____

- Language -

Milestones in Understanding

Recognition AGE

Recognized his mother's voice: ______

Quieted when he heard her ______

Called "Mama" ______

Recognized the sentence "Do you want to go night-night?":

Looked unhappy ______

Shook head ______

Said no ______

Recognized a word for food (bottle, cookie);

Looked for the object ______

Went to get the object ______

Recognized the word "no!" ______

Requests

Gave something when you asked for it:

When the object was in sight ______

When it was in another room ______

Put something where you told him to put it

In the same room ______

In a different room ______

Brought something you asked for

When the object was in the same room ______

When it was in a different room ______

Said "no" to your requests

When he meant "no" ______

When he meant "yes" ______

Conversation

Understood a question about a thing ______

Understood a question about a person ______

Understood a conversation between two adults ______

Understood a conversation on television ______

Understood a conversation on the telephone ______

Anything Else?

______

______

______

______

DEVELOPMENTAL MILESTONES

- Language -

Milestones in Speaking

Words — Age

Said first word ______
Said 10 words ______
Said 50 words ______
Said first word with two syllables ______
Said a number (one, two, etc.) ______
Said a color (red, green, etc.) ______

Sentences

Said a sentence of two words ______
Used sentences more often than single words ______
Said a sentence of three words ______
Asked a question with "who?" or "where?" ______
Said a sentence with "no" or "not" ______

Conversation

Talked about something he was playing with ______
Asked for something he wanted ______
Answered a question ______
Told you about a place he had been ______
Told you about a person he had seen ______
Talked on the telephone ______
Talked to another child ______
Talked to himself
    in bed ______
    while playing ______

LANGUAGE: HOME VISIT #17

Purpose:

Each visit, from #17-24, will have 2 major purposes:

1) To improve the child's vocabulary. Visits #17-20 will concentrate on nouns, #21-24 on adjectives and adverbs.

2) To develop conversations between mother and child. Visits #17-20 will concentrate on modeling conversational styles to M and having her listen to B. Visits #21-24 will focus on having M attempt these styles.

I. Introduction and Review

1. HV reviews with M the last few visits before the assessment. She reminds M that we had begun concentrating on expanding her child's vocabulary. She explains that the next few months B will probably learn many new words. We will be trying to see that he learns all types of words so that he can talk about many things in many ways.

2. HV and M complete a new copy of word type questionnaire using 50 word list and any other words M recalls. HV discusses the types B seems to have and those he lacks. She asks M if she has any idea why B knows some word types and not others.

3. HV explains that for now we will concentrate on increasing child's object words, (#1-4). Later we will work on increasing non-object words (#5-8). HV and M decide on an object category where B needs help.

II. Book

1. As before, books are useful for expanding the child's vocabulary. HV reads one book to B, paying particular attention to object words which are of a type B lacks -- using functional definitions for them, pointing out corresponding real objects where available, etc.

2. During the book reading and at any other point she wishes, HV models, if possible, the conversational style we wish M to adopt. This style involves:
   a. Continuing the descriptive speech style of earlier visits 'That's a cow', "You have some Ice cream", etc.
   b. Describing what the child sees (saw), does (did), as a continuing narrative in which child also participates - B. "Ducks" M. "You saw some ducks." B. "Sticks." M. "And you saw some sticks." B. Holds out hand. M. "And you had some gravel." B. Touching palm, lips rounded, very quiet. M. "And you hurt your hand with the gravel?", etc.

cont.

9/1/72

LANGUAGE: HOME VISIT #17

c. Asking questions and elaborating the child's answers: M. "What did you see yesterday?" B. "Car." M. "Yes, you went for a ride in the car. And what did you see right up there" (pointing) B. "Tower." M. "Yes, you saw a tower. And what did you find in the garden?" B. "Grass." M. "And what else?" B. "Daisies."

d. For those children who do not talk much, or whose speech is very hard to understand, HV models a very accepting style. Any thing that sounds like a word (or sentence) is treated as one.

3. HV gives M second book to read to B. B. will keep this book.

III. Communication Questionnaire

1. HV explains that one of the most exciting things which will happen in the next few months is that B will begin to use language to tell people about how he feels, what he thinks and what he sees, instead of just naming objects, he will begin to talk about them. Just as we kept the 50 word list to keep track of how B learned object's names, now we would like to keep a record of how he talks about things.

2. M and HV go over the communication questionnaire. They complete any portion M feels sure about. HV asks M to listen to B and try to fill out the remainder during the week. HV tries to have this completed as accurately as possible. There will be some things which some children can not yet express (i.e. something is not true). The examples are guides to help M listen to B.

LANGUAGE: HOME VISIT #18

Equipment: Pictures and blank pages to add to B's scrapbook.
Tape recorder and blank tape. 3 copies of questionnaire:
__________ 's Conversation.

I. Review

1. HV and M go over communication questionnaire. Hopefully, M has listened to B during the past 2 weeks and can now complete all sections. If B's speech has changed during the last 2 weeks, HV records the change, and discusses why this might have occurred.

2. HV and M look at areas in which B is "weakest",i.e. in which he relies on gestures and whining instead of language, HV asks M if she has any ideas why this area might be hard for B. HV suggest that M provide lots of examples of that area (asking questions, showing objects, etc.) to help B.

II. Scrapbook

1. HV chooses, using her copy of 50 word list and word type questionnaire (Visit #17), an area (or Areas) of object names in which B is weak.

2. HV brings pictures of objects in this area. About half should be pictures B can name or recognize, half that he cannot.

3. HV tapes B during the scrapbook session. The scrapbook procedure is the same as in visit #14. However, this time in addition to reading with functional definitions, HV models conversational style as in visit #17. When it is M's turn to read book, HV does not attempt to directly influence style.

III. Conversational Topics

1. The purpose of taping B is to give M practice in listening to what her child is talking about. So when the scrapbook session is completed, HV plays back the tape. She and M listen to what B was talking about and fill out conversation questionnaire. For children who do not talk much, vocalizations which have some meaning (e.g.noises meaning "gimme that or I'm unhappy") can also be scored on questionnaire.

2. HV explains that one thing we want to do in the next 6-8 months is help B learn how to carry on a conversation about how he feels, or what he saw or what he wants. The questionnaire will help us decide what he likes to talk about and then we can begin by helping him learn to talk about that.

lV. Homework

The scrapbook tape provided only a small sample of what B likes to talk about. HV asks M if she could take 15 minutes one day during the next week and fill out another copy of the conversation questionnaire so we'll have a better idea of what B talks about.

____________________'s Conversation

How many times did the baby:

1. Talk about people?
2. Talk about animals?
3. Talk about things?
4. Talk about what he wanted (or did not want)?
5. Talk about how he felt?
6. Talk about what he did?

LANGUAGE: HOME VISIT #19

Purpose:

1. To increase vocabulary of object words.
2. Margaret, Sue M., Sue E., Lynn: to give M examples of conversational style.
3. Vicki and Nancy: to encourage M to talk about objects to B.

Equipment:

Manila envelopes; pictures; Margaret, Sue M., Sue E., Lynn, "Segal" and "Barna" tapes and transcripts; "Touch Me" book, tape recorder. Vicki and Nancy: cars, trucks, spoons and cups and polaroid camera, construction paper.

Advance Preparation:

Collect pictures of objects in a "word-type" area in which B is weak. Also collect 3-4 instances of those objects (some from office, some from the child). Glue pictures to manila envelopes.

Margaret, Sue M., Sue E., Lynn:

I. Picture Matching

1. HV asks M if B has looked at scrapbook at all in last two weeks. Does he like it? Has he learned the names of any objects in it? HV and M "read" scrapbook now with B, asking him to name the pictures.

2. HV explains that today she has brought another "gimmick" to help B learn new words of a type that he finds difficult. HV puts out an envelope with a picture, and hands B an object representing an instance of that picture. She asks him to "put the ______" in its bag. After B gets the idea she can increase the difficulty by giving B several objects and several bags to choose from. HV asks M to participate and do about half the objects. HV explains that this helps B learn the names for objects and also to recognize pictures (a reading skill).

   Margaret: If above is too easy, this can be extended to relational words. Put X in its bag, take it out, under, over, etc.

II. Communication

1. Review: HV and M review questionnaire they completed at visit #13 and the one M completed during the week. If M did not complete it during the week, they listen to B for 5-10 minutes and complete it now. They compare the two questionnaires and look at the subjects B is interested in and those that he is not.

2. HV points out that while B now has a considerable vocabulary, he does not use it like an adult. He mostly names things or asks for them.

Language: HV #19

He does not really tell you about them. We would like to help him learn what a real conversation is like. This may sound hard but mostly it involves asking questions and then making his short answers into long ones.

a. HV plays "Segal" tape for M as an example (* indicates prime examples). She and M go over the transcript of the tape. HV points out how C completes B's one word utterances and asks questions to get B to keep talking.

b. HV plays "Barna" tape as a second example.

c. HV reads "Touch Me" book to B, using conversational style. After going through the book once, she asks M to try it with B.

III. Homework:

1. Ask M to try the conversational style during the week.

2. Suggest that she cut out some more pictures (give her extra envelopes) and one rainy day try the picture matching with B.

Vicki and Nancy:

1. As above HV begins, by reviewing scrapbook.

2. HV explains to M that B may have difficulty learning certain types of words because he is confused about what they mean. He may not realize why a cat is different from a dog; perhaps to him they both look alike. HV explains that she has brought some "gimmicks" to help B see and understand the difference.

3. Sorting:

a. HV presents the child with cars and spoons. As in previous visits she begins with functional definitions. "See, it's a car. You can push it. It goes rmm", etc. She points out to M what she is doing. She then gives the child two pails and asks him to sort the objects, putting the cups in one and the spoons in the other.

b. HV asks M to repeat with trucks and spoons. Or do it along with M.

4. Picture Matching - as with Margaret, Sue E., etc.

5. Communication - as with Margaret, Sue., etc. Begin by reviewing last visit's questionnaire and completing M's copy. HV then explains that to help give B more ways to talk about his favorite subjects, we

need to teach him more of their names. The best way to do this is to name the objects for him. HV explains that a fun way to do this is to take pictures of B with these objects and put them some place where he can look at them. Take several pictures and mount them on construction paper. Then put them where M wants.

6. Homework:

   a. Ask M to name objects in pictures for B often and try to have him name them.

   b. Suggest she cut out more pictures (give her envelopes) and one rainy day try the picture matching with B.

LANGUAGE: VISIT #20

Purpose:

1. To improve child's object-name vocabulary.
2. Sue E., Sue M, Margaret and Lynn: to help M develop conversational style.

Equipment:

Zoo (to leave with child), animal book, Sue E., Sue M, Margaret and Lynn: toy set and questionnaire; Vicki and Nancy: fruit, flowers, watches and telephones.

I. Vocabulary

a. HV asks M if she has an opportunity to make any new envelopes during the week. Using her new ones or, if she did not make any, the old ones, M and HV ask B to match some of B's objects to the envelopes.

b. Animal vocabulary: HV explains to M that today we thought we'd help B learn animal names. As M may have noticed, children like to learn the names for animals. No doubt B already says, or understands, the words for dog and cat. HV reviews the concept of functional definitions: children find animal names easy because each animal does something distinctive. In fact, early names for animals are often what the animal does (bow-wow, woof-woof) rather than what adults call the animal.

HV explains that often children do not go much beyond dog and cat because they do not see other animals. We would like to help them build a vocabulary of animal names. It may seem silly to spend time learning names for things they do not often see, but the value of animals is that while B enjoys learning to recognize and name them, he also has an opportunity to begin learning to recognize differences in color, shape and size. After he becomes tuned in to those differences we can teach him color, shape and size words.

c. HV gives animal book to M and asks her to show it to B. She asks M to name each picture and, if possible, say the sound the animal makes ("See, it's a lion, it goes Rrr", etc.).

d. HV shows the zoo animals to B. She matches each one with a picture in the book ("See, it's a lion, like this lion", etc.).

e. HV, M and B play with the zoo. HV and M show B how it works, naming the animals and making appropriate noises. After a few minutes HV begins asking B to name the animals and to give her various animals. Then she asks M to ask B to name and give animals. HV explains that we will leave zoo with B so he will have an opportunity to learn to recognize the animals, and with M's help, to learn their names.

II. Conversational Style: Margaret, Lynn, Sue E. and Sue M.

a. HV reviews concept of conversational style from Visit #19. M is probably not clear on what we mean. HV explains that she will try today to give M more examples.

b. HV gives M questionnaire. She explains that she will try style - completing B's utterences and asking questions - on each of these topics in turn. She asks M to keep a record of what B says in reply.

c. HV gives B toy set and models style for M, telling M what topic she's on now.

d. HV and M go over questionnaire looking at what topics made B talk the most. They pick the most successful topic, and HV asks M to give it a try with B.

III. Further Vocabulary: Nancy and Vicki

a. After HV finishes with the zoo, she adds pictures of animals to B's scrapbook so that M can match zoo animals to animal pictures for B.

b. Sorting: Hv explains that she has brought some more sorting items to help B learn object differences. As in visit #19, sort fruit and flowers into pails then ask M to sort watches (she can call them tick-tocks or clocks) and telephones.

LANGUAGE: HOME VISIT #21

Purpose:

1. To suggest to mother ways to improve her child's vocabulary of action words.

2. To continue discussion of conversational style.

Equipment:

Set of animals; Margaret, Sue F. and Lynn - 3 toy sets. Vicki, Sue M. and Nancy. Tapes etc. used for conversational style in Visit #19.

I. Vocabulary

1. HV asks M if B played with toy zoo during the week. Did he learn any of the animals' names? Did he come to recognize any of the forms? HV asks M to bring out the zoo. She asks B to give her (show her) various animals to see if he has learned to recognize their names. She also asks him "What's this?" to see if he has learned to say any of the animals' names.

2. HV suggests to M that one of the nice things about animals from the point of view of teaching language, is that they can be used to help B learn action words, i.e. verbs. Animals can be made to jump, walk, chase, etc. As you play with them you can show B how these words are used.
HV offers B the set of Fisher Price animals. She and B play with the animals while HV talks to B using appropriate verbs. Each verb is used in several forms (-ing, -ed, -present, etc.). The HV puts emphasis on the verb in her sentences. (If B already has many action words, put emphasis on -ed, -ing endings. If not, spend more time and put more emphasis on present tense).

3. HV adds a few of the zoo animals to the set and the Fisher Price fence. She asks M to join in the play. If B has other animals (or dolls) M might also add these. HV suggests that, of course, other situations can be used to teach verbs, but the animals make a good tool.

II. Conversational Style - Margaret, Lynn, Sue F.

1. HV asks M if she has had any luck with conversational style. Does it seem natural? Unnatural? Does she know what we're talking about? Does B seem to respond?

2. HV explains that this style can be used in many situations. Today she and M will try it in several types and see if they can get B to respond.

Language #21 (cont.)

There are three situations: (1) Problem Solving, (2) pretend, (3) Social. HV and M go through each of these in turn. They both play with B and both talk to B. HV participates but encourages M to do most of the talking and most of the playing.

The toys for problem solving are: puzzle, form fitter, stringing beads. Those for pretend are all the others, except the balloon, noisemakers and cupcakes. These are to be used in a social situation (having a party): the party can be for Halloween or any other occasion that seems logical.

3. During these situations, and at their completion, HV and M discuss which were easiest for using the conversational style. It will probably turn out to be the pretend - people and places are easiest to "converse" about. But for some mothers it might be that social settings are easiest to talk in.

IIa. Vicki, Nancy, Sue M. - Do conversational style from #19.

III. Homework:

1. Ask M to bring out the animals and practice verbs with B during the next few weeks. Ask her to keep a record of any new verbs he learns and how he uses them on her 50 word list.

2. Margaret, Lynn, Sue E. - Ask M to try conversational style in whatever type of setting seemed easiest to her.

[illegible]guage
[illegible]/26/72

LANGUAGE: HOME VISIT #22

Purpose: Review

Use this visit to make up any missed visits or to review any concepts you think need more emphasis. In addition, review the child's own communication ability:

1. HV and M bring the Communication questionnaire up to date to see how B's conversational abilities have improved.
2. HV and M evaluate B's ability to respond to conversational statements by completing the attached questionnaire. This should be completed by asking B questions, telling him to do things, etc., and observing his response, rather than from memory.

HOW MUCH CAN____________________UNDERSTAND?

What does he say/do when you:

1. Ask him a question which he could answer yes or no (for example, are you hungry? Do you want to go outside?)

2. Ask him a question that starts with who? with what? with where?

3. Tell him you don't want him to do something?

4. Show him something?

5. Tell him something is not true?

6. Tell him you want him to do something?

Language #22
11/4/72

LANGUAGE: Home Visit #23

Purpose

1. To improve B's vocabulary of relational words.

2. To improve B's conversational ability.

Equipment

3 toy sets: size, texture, position; Palmer "test" and test equipment and M's questionnarie, tape recorder, "What do You See?" tape, transcript book.

Forms

21 Mos. Descriptive Words That _______Understands; "What Do You See?"

Procedure

1. Vocabulary

1. HV reviews with M the vocabulary building techniques of the past 5 visits. We have been concentrating in these visits on helping B learn the names for objects. By now, however, he has probably learned that everything has a name; his vocabulary has, or will soon, really explode. So he is ready to take the next step he's ready to learn the words which will let him describe the objects he can name.

2. HV and M look at M's word type questionnarie. They note the relative paucity of "Names Describing Objects". Colors, shapes, descriptive terms for texture and length, are missing. HV explains that B took the most essential step in language when he learned that things and actions can be named. But to really talk to others he has to be able to do more than name objects. He must be able to describe how they look and feel as well. This usually takes specific teaching.

3. As a first step to teaching B descriptive terms, HV and M look at what terms B understands. HV administers the modified Palmer test, attached. M completes the questionnarie. Then they look at what types of descriptive terms B understands. Hopefully, B will know more relational words than colors and shapes so that HV can say that's why we're starting with relational words; they'll be easier to learn. HV may make the point that relational words are easier because they often involve what objects do and, as we've said many times, children are more sensitive to what objects do than how they look.

4. HV explains that probably the easiest way to teach B these words is simply to use them as often as possible. She explains that she has brought some toy sets today to help teach words for 1) size, 2) texture, 3) position.

Language #23 (cont.):

a. HV gives B size toys. She lets him play with them while she describes what he's doing using "big" and "little" as often as possible.

b. Repeat with texture - hard & soft.

c. HV asks M to repeat with position: under & over.

d. HV asks M if she would try using these 6 words with B over the next 2 weeks, whenever the opportunity arises.

II. Conversation: Sue E., Margaret, Lynn.

1. HV reviews with M the last few visits on conversational styles. These visits were concerned with how adults can set conversational examples for children. We did not pay too much attention to what B did, we just tried to carry on both halves of the conversation ourselves.

2. Now that B is progressing (see communication questionnaire) we'd like to give him the opportunity to learn how to conduct certain kinds of conversations. One kind that works well at this age is conversations about "What Do You See?" HV and M look at "Show" column of communication questionnaire to see how B has such conversations now. HV explains that what do you see? conversations should improve this column.

3. HV plays example of "What Do You See?" conversation. She and M go over transcript.

4. HV asks M if she would note on attached form any attempts B makes during the next 2 weeks to answer questions about "What Do You See?"

III. Conversation: Sue M., Nancy, Vicki - Home Visit #20

Language #23

PALMER INSTRUCTIONS

1. BIG (ball). Place both balls on the table, the big ball to your right. Say "See the balls," or "Look at the balls." If the child is not attending, move the balls around, allow child to play with them. Replace them in their original potition. Say, "Give me...etc., the big ball."

2. LONG (spoons). Place both spoons on the table, the long one to your right. Say, "Look at the spoons." If the child is not attending, bang them on the table. Say, "Give me...etc, the long spoons."

Alternates: 1) Put the long spoon on any favored object. 2) Take any favored object to the long spoon. 3) Demonstrate the spoon hit. Tell child to hit with the long spoon. 4) Give any favored object the long spoon.

3. UNDER (bridge and plane) Place chair directly in front of child. Say, "See the bridge. Now watch me," and move the airplane around saying, "Here's the airplane." Give the airplane to the child; say, "Make the airplane go under the chair."

Alternates: 1) Put the airplane under the chair. 2) Make any favored object go under the chair.

4. SOFT (block and felt). Place both objects in child's hands, the felt in his right. Say, "Feel them," allow him to do so for some seconds. Say, "Give me the one that feels soft."

Alternates: 1) Put any favored object on the soft one. 2) Rub any favored object with the soft one (demonstrate rubbing with both). 3) Give any favored object the soft one.

5. OPEN (two clear containers and tops) Place the containers on the table, the open container on your left with the cover to its right, the closed container on your right. Say, "See the boxes; open the box."

Alternate: 1) Open the box and put any favored object into it.

6. LITTLE (car) Place both cars on the table, the little car to your left. Say, "See the cars," or "Look at the cars." If the child is not attending move the cars around, allow the child to play with them. Replace them in their original position. Say, "Give me...etc-, the little car."

7. OVER (cup and plane) Place cup directly in front of child. Say, "See the cup. Now watch me," and move the airplane around, saying, "Here's the airplane." Give the airplane to the child. Say, "Make the airplane go over the cup."

8. HARD (block and felt) Place both objects in child's hands, the block in his left. Say, "Feel them." Allow him to do so for some seconds. Say, "Give me the one that feels hard."

Alternates: 1) Put any favored object on the hard one. 2) Rub any favored object with the hard one (demonstrate rubbing with both.) 3) Give any favored object the hard one.

(cont.)

PALMER INSTRUCTIONS

9. CLOSED (two clear containers and tops) Place the containers on the table, the closed one on your right, the open container on your left with the cover to its right. Say, "See the boxes; close the box."

Alternate: Close the box and put any favored object on it.

10. SHORT (two trains of different length) Place trains on table, the short one to your right, both at right angles to the child. Say, "Look at the train." If the child is not attending, make the trains move around the table, saying "Choo-choo, where is the train going?" Then place them in original position and say, "Give me the short train."

Alternates: 1) Put favored object on short train, take it for a ride on the short train (ex. "The cat wants to go home, take him home on the short train.") 2) Make the short train go on the floor.

LANGUAGE: HOME VISIT #24

Purpose:

1. To improve B's vocabulary of relational words.
2. To improve B's conversational ability.

Equipment:

2 books (to leave with B)- Look,Look book, and Touch Me book.

Forms:

"What Do You See" conversation forms (2 copies).

Procedure:

I. VOCABULARY

1. HV asks M if she was able to spend any time during the past 2 weeks using relational terms with B. Did he learn to say any of them? To understand any of them? HV and M try to think of objects/situations around the house which should create opportunities for using terms of size, position and quality.

2. HV suggests that just as we would use books to build vocabulary, so books can be used to help B learn relational terms. We have brought some books which, with M's help, should give B a chance to learn relational words. HV shows B the size book, using words like big/little, large/small. She asks M to show B the book for position and quality.

11. CONVERSATION: Sue E.,Margaret, Lynn

1. HV and M review the "What Do You See?' Form. If M has not completed the form, they do it together at this time. If B did not answer any "What Do You See?" questions, HV tries a few with him now.

2. HV and M discuss why certain situations and topics may appeal to B. Perhaps he has a better vocabulary in these areas? Perhaps he likes to hang out the window and watch for Daddy? HV and M complete the attached form, indicating what situations M feels are adapted to asking "What Do You See?" questions (e.g. books; looking out window; the television; a cup or plate with figures on it; etc.).

3. HV tries out some of these situations while M completes the form. Then M tries out one or two.

4. HV asks M to complete another copy of the form over the next 2 weeks.

111. CONVERSATION: Sue M.,Nancy, Vicki--Home Visit #21.

11/30/72

Language #24
11/30/72

"WHAT DO YOU SEE?" CONVERSATIONS

_____________'s Response

Situations	Did __________ answer?	What was the question about?	What did he say?
1.			
2.			
3.			
4.			
5.			

LANGUAGE: HOME VISIT #25

Purpose:

1. To improve B's vocabulary of relational words.
2. To improve B's conversational ability.

Equipment:

1. Pictures for size and scraps for texture.
2. Transcript of "What Do You Want?" conversation.
3. Doll, doll clothes, crib, bottle, blanket, chair.

Procedure:

I. Vocabulary.

1. HV asks M if B looked at the books we left during the past weeks. Does he like them? Has he learned any new relational words?
2. HV explains that today we're going to use the scrapbook to help B learn these words. Pictures can be used to represent relations of size and quality. Relations of position can be expressed in accompanying conversation "Put the picture in the book", on top of, over, etc..
3. HV and M and B paste in the size and quality pictures, asking B to "show me the Big one","give me the soft one",etc. Then M reads book to B pointing out size and texture differences. Previous pictures in the book may also be used, where applicable.

II. Conversation: Lynn, Margaret, Sue E.

1. HV and M look at lasts visit's questionnaire. If M did not complete it, they do it together now. HV asks M if she has noted any improvement in B's ability to carry on such conversations, if not, she urges her to keep trying.
2. HV explains that there is another type of conversation which B can learn to do. In fact, he may find this easier, since there is more motivation and M may find his ability to carry on such conversations makes life easier. These are conversations about "what do you want?"
3. M and HV bring communication questionnaire up to date. If B profited from "what do you see: lessons, the "show" column should have improved. HV explains that in "what do you want?" conversations we hope to improve columns two and five as well. Using the examples as a guide, HV and M decide what would be the next step for B in communicating what he wants (e.g. B now says name of thing; next step would be a 2 word sentence like "want cookie"). They make this step their goal.
4. HV plays tape of "What do you want?" conversation. She and M go over transcript.
5. Using a doll, half clothed, HV gives an example. "What do you want to

(cont.)

Language: Home Visit #25 (cont.):

put on the doll?", "Where should we put her?" etc.

III. Homework

1. HV asks M to add pictures to scrapbook if possible.

IV. Conversation: Sue M., Nancy, Vickie -- Home Visit #23

12/13/72

LANGUAGE: Home Visit #26

Purpose

1. To improve B's vocabulary of relational words.
2. To improve B's conversational ability.

Equipment: Manila envelopes, size pictures and texture scraps.

Forms: "What do you want?" conversation form - 2 copies.

Procedure

I. Vocabulary.

1. HV asks M if she was able to add any pictures to B's scrapbook. Is he beginning to use or understand these words?

2. HV explains that today we are going to use the envelopes for teaching relational vcoabulary. As in visit #19, HV, M, and B match size and texture pictures. They also ask B to put pictures "in", "over", and "under" the envelopes.

II. Conversation: Lynn, Margaret, Sue E.

1. HV asks M if she has noticed that B is successful in expressing what he wants in some situations and not in others. HV suggests that when he is tired of under stress, he probably gives up on language and throws tantrums instead. If we can teach him, in calmer settings, how to communicate what he wants, then he may find it easier to use language in difficult situations.

2. HV and M complete attached form as for "What do you see?" conversations. (Suggestions: feeding, dressing, play -- what do you want to eat? wear? play with?).

3. HV tries out some of these while M completes form. Then M tries one or two.

4. HV asks M to complete another copy of the form over the next 2 weeks.

III. Conversation: Sue Mc., Nancy, Vickie -- Home Visit #24.

12/11/72

Kev to "What do you want" Transcript.

1. In example #1:

   Note how mother a) repeats each of child's demands giving him an example of correct English expression e.g., "Dolly. Chair" "You want the doll to sit in the chair" b) keeps asking child what he wants in order to extend conversation.

2. Example #2:

   Note how child uses no plus noun or verb to express what he does not want, while mother supplies an example of correct English expression (don't want).

3. Example #3:

   Note how mother does not supply any correct models. When B whines she ignores him rather than supplying the English expression of his demand. She makes no attempt to find out what he wants.

   HV and M could go over this section and suggest what M might have said to help B learn to express what he wants.

"What Do You Want?"

Example #1 (What Child Wants)

Mother	Baby
Oh Look at all the toys!	
	Toys
What do you want to play with?	
	Voc (picks up doll)
Oh you want the doll?	
	(Tries to make doll sit) Whines
You want the doll to sit in the chair?	
	Want in there.
It's hard. Here. Try it this way.	
	Dolly. Chair.
You want the doll to sit in the chair. What else do you want?	
	(Baby goes to toys.)
	Baba.
You want to feed the dolly?	
	Baba Dolly.
You want to give the dolly her bottle?	
	Dolly Baba. Whines.
What do you want? You want the top. Look. It goes around. Now what?	
	More top.
You want Mommy to do it again? Wheee!	

Key to "What do you want" Transcript.

1. In example #1:

   Note how mother a) repeats each of child's demands giving him an example of correct English expression e.g., "Dolly. Chair" "You want the doll to sit in the chair" b) keeps asking child what he wants in order to extend conversation.

2. Example #2:

   Note how child uses no plus noun or verb to express what he does not want, while mother supplies an example of correct English expression (don't want).

3. Example #3:

   Note how mother does not supply any correct models. When B whines she ignores him rather than supplying the English expression of his demand. She makes no attempt to find out what he wants.

   HV and M could go over this section and suggest what M might have said to help B learn to express what he wants.

Example #2 (What Child Doesn't Want)

Mother	Baby
Let's read the book.	Shakes head.
You don't want to read the book? It's a scratch a scent book. See. Jack in the bean stalk.	No Jack bean stalk.
You don't want Jack in the bean stalk? How about Old Mother Hubbard?	No Mommy Hubba.
You don't want that? What do you want?	Want outside.
No, we can't go outside. It's raining.	No rain.
You don't like the rain. How about this book.	No book.
"Old Mother Hubbard lived in a cupboard..."	No Mommy Hubbard.
You don't want to read?	No read.

Example #3 (A Lost Opportunity)

Mother	Baby
Look a fish. See the fish.	
	Fish.
Fish.	
	Whine.
No you can't play with that. Want to play with aligator? Love love aligator.	
	Whine. (Child takes aligator.)
See the aligator. Give me the aligator.	
	Whines.
Eric.	
	Gator. Whines.
See the birds. Make them fly.	
	Whines. (Points to tape recorder.)
The birds fly so high.	
	Whines. (Tries to climb onto table.)
Oh look at these!	
	Doggie.
That's right. Its a doggie.	
	Doggie. (Reaches for dog.)
Dog goes woof woof woof.	
	Want doggie. (Reaches.)
(Gives dog.)	
	Doggie. Gator. (Goes to aligator.)
Oh look at this. It's a top.	
	Whines.
The top goes round!	

LANGUAGE: HOME VISIT #28

Purpose:

Visits 28-32 will continue the dual purposes of visits 22-27.

1. To improve B's vocabulary: These visits will focus on his/her vocabulary for colors and shapes.
2. To improve B's conversational abilities: These visits will focus on talking about the past and about people.

Equipment:

Color Toy Sets: #1- stacking cups, pop beads, hour glass
#2-form box.
Shape toy sets: #1- fruit, balls, containers
#2-puzzles.
Toyset- Home Visitor to assemble.

Procedure:

I. Vocabulary:

1. HV reminds M that before the assessment we were working on developing B's vocabulary of relational words. Now that he's/she's getting older we'd like to work on something a little harder. Relational words describe how objects go together. They seem to be easier to learn than words that describe objects by themselves. We'd like to work on some of these types of words, namely colors and shapes.

2. HV asks M about any words for colors or shapes B seems to know already.

3. Continue as in visit #23. HV plays with B using the shape sets (shapes include round, square and also skinny, long, fat, etc.) M plays with B and color sets.

4. Assemble, from B's toys and the kitchen, color and shape toy sets for B. Ask M to try and name them for B as often as possible.

II. Conversation: Margaret & Lynn

1. HV asks M if B has shown any improvement in communicating what she/he sees or what he/she/wants. Bring the communication questionnaire up to date.

2/28/73

2. HV explains that in the next 2 months he'd like to help B develop a third conversational mode. This one involves talking about the past. HV asks M if B ever tells her about something he/she has done or seen. If he/she goes out does he/she tell her where he/she went or what he/she saw? If he/she is watching TV will he come and tell her what happened on the T.V.? Using language to talk about something that's no longer around is a big step. Often children need help in taking it.

3. HV and M go over a transcript of a past conversation. HV points out that getting the child to describe what he did is like pulling teeth. He only says a few words. The M supplies most of the conversation by prompting ("you saw the church") and by completing his sentences in the past tense.

4. HV creates an example
    a. Weather, etc,permitting, try in this visit, or the next, to take B outside for a short walk. When you return, ask about what he/she saw.
    b. Have M play with B with a set of toys while you leave the room. Then come back and ask B what he played with.

III. Conversation-Nancy, Sue M.,Vicki. Visit #25

IV. Midmonth- Call M and ask if B has made any progress in conversational style or in colors and shapes.

2/28/73

LANGUAGE: Home Visit #29

Purpose:

1. To develop B's vocabulary for colors and shapes.
2. To improve B's conversational ability

Equipment:

1. Book on color
2. Book on shapes - Leave with B
3. Storybook

Forms:

"What Happened to Me"
Midmonth - "Colors and Shapes"

Procedure:

I. Vocabulary

1. HV asks M if she has been able, during the past month, to work on colors and shapes with B. Did he seem interested? Did he learn any? Does he show any confusion (i.e. calls red green or a square a circle) HV and M try to assess the reason for any confusion and how they might help B.

2. HV presents books as in Visit #24. HV reads one and M reads one.

II. Conversational Style - Lynn, Margaret

1. HV asks M if she has noticed any improvement in the past month in B's ability to talk about the past. Does he try to tell her about things he saw? Places he's been? (If B uses any indications of tense you can ask about these - what errors does he make?) What things give him trouble?

2. HV asks M if B has been anywhere or seen anyone in the past week or so. Using this as a topic she demonstrates the past conversation style. M participates by prompting B where necessary. i.e. HV "Who came to see you?" B silence. M "Did grandma come?" etc.

3. If HV and B did not take a walk last visit they try to do so now. On return, M uses past conversation style with B.

Language Home Visit #29 (cont.)

4. M reads to B the story book and then tries past conversation e.g. What did Peter Rabbit eat? Who did he see in the cabbage patch? etc.

5. HV asks M to keep a record during the next few weeks of B's attempts to describe the past on the attached form.

III. Vicki, Nancy, Sue Mc - Conversation from Visit #26

IV. Call: In the middle of the month HV calls M to see how B is doing. She asks how the conversational style is going. She explains attached form "Colors and Shapes" to M and says she'll be sending it to M in the mail and would she complete it for the next visit.

3/15/73

LANGUAGE VISIT #30

Purpose:

1. To develop B's vocabulary for colors and shapes.
2. To improve B's conversational ability.

Equipment:

1. Playdough
2. Tempra paint (leave)

Forms:

1. Communication II

Procedure:

I. Vocabulary

1. HV and M go over "colors and shapes" form. If M did not complete form, do it now. If she did, do another one now to bring it up to date.

2. HV explains to M that she knows that B is now at an age when it's sometimes hard to think of new things to do. Today HV has brought some ideas of things HV, M, and B might do which can also be used to teach B new vocabulary.

HV and M try the following activities.

1. Playdough - Give M the "recipe" - 2 cups flour, 1 cup salt, 1/2 cup water, cinnamon, nutmeg or oil of cloves - but for the visit use "store-bought". Make shapes and play and talk about them to B.

2. Finger painting - (recipe - 3 Tbsp. cornstarch, 3 Tbsp. cold water, 1 cup boiling water, 1 squirt detergent, tempera paint, shiny shelf paper). This is an occasion for discussions of color, shapes, object names, etc. HV. M and B talk about colors. Then HV leaves paint with M, suggesting its other vocabulary learning possibilities.

II. Conversational style - Lynn, Margaret.

1. HV and M discuss B's efforts to talk about the past. They go over "What happened to me", noting any progress B has made. Then they fill out Communication II - Past. Looking at all the ways M finds out what happened in her absence. Some things B will communicate non-verbally, by crying and pointing, for others he may use language. HV and M note whether his language is all in the present or whether he has ways of signalling past tense ("ed", did, goed, etc.). HV and M compare B's communication of past events with his communication of the present (first communication questionnaire).

Language Visit #30 (cont.):

2. HV explains that all children eventually learn to discuss past and present, but many children and adults continue to have trouble talking about other people and themselves: how they feel and what they are thinking. HV and M complete Communication II: other people, noting how difficult this topic is.

3. HV, M and B play with doll house. HV asks B how the dolls feel, what they are doing, why they did something. As before, HV elaborates on B's speech and asks him questions to elicit more speech.

III. Conversation - others - #28

IV. Mid-month -- Call M and ask after B's vocabulary and conversational development.

5/2/73

Language #23
11/27/72

Mother	Child
Show Sue how you read the book, alright?	
OK.	OK
That's right.	OK, wow-wow.
What is that?	Wow-wow.
What does the wow-wow say?	Wow-wow.
Say doggie, not wow-wow. Say doggie.	Un, un.
What's that?	Voc, fly.
Butterfly, yeah. Count'em. One, two, three, four. Do it again.	Da doo.
One, two, three, four.	Da doo. Voc.
What is this, Chris?	Wow-wow?
No, kitty-cat. What does the kitty-cat say?	Woof. voc. Wow-wow?
Meow. No, kitty-cat.	That a wow-wow.
That's not a doggie, that's a kitty-cat.	Oh.
Kitty-cat.	A wow-wow.
Tell Mommy what the kitty-cat says.	Meow, meow, meow.
	A balloon.
Balloon, that's right. Balloon.	Voc.
What's this? What's this?	That. Balloon?
No, those are duckies. What does the duckie say?	Balloon.
Yeah, balloon, that's right.	That. Chair.
Chair.	Chair.
Chris's chair? Where's Christopher's chair?	Chair.
Another chair. Another chair.	Chair.
Chair.	Chair.
Chair. Where's the one like Christopher's chair? Yeah, that's right. That's like Christopher's chair. Here, tell Mommy what this is? Is that cup?	That.

(cont.)

Mother	Child
Tell Mommy cup. What do you do with a cup?	Huh?
Huh. What's that?	What's that?
What's this? Say duckie. What's the duckie say?	Balloon.
Balloon, yeah. What's the duckie say?	Voc.
That's an orange one. An' a yellow one. Here, turn the page.	Turn page.
Turn the page. What's this?	That?
Crayon.	That?
Crayon. Another crayon.	That? What's that?
Can you tell Mommy crayon?	Crayon.
Crayon. Say crayon. What's	What's that?
Another one.	What's that?
Count them. Can you count the crayons?	Two, three.
See the pretty flowers? Can you see the pretty flowers?	That? That?
Crayon. Pretty flowers.	Voc.
Can you smell them?	That? What's that?
Ohh, crayon again. Yeah, more coming too. OK, look over here. How does Daddy do this with you? How does Daddy do this? How does Daddy do it? One, two, three, four, five, six, seven, eight, nine, ten.	Ten.
Now Chris do it.	Ten.
Ten. Too far to count.	Ten.
Ten? That's number ten. Six. Six?	Ten.
Ten? That's right. There's one, three, two, three. What's this?	Three Ten.
Duckie?	Huh?
See the flowers?	Huh?
That's nothing. Nothing.	Nothing. Nine.

(cont.)

Mother	Child
Nine, that's right.	Voc.
No, that's nothing. Ten. Ten's over here.	
Hands off.	What's that?
That's number 5, 7, 1. It's on the book.	What's that?
I don't know why it's there. Duckie. What does the duckie say? I wanna know what the duckie says.	Peep peep.
	Peep peep.
No. Duckie doesn't say that.	Quack.
Duckie, quack, quack, etc. Ten, eight,	Five, six.
Duckie.	Huh.
Duckie.	Huh.
One.	Huh.
Where's the balloon?	Huh?
Show Mommy the balloon. What's that?	That.
What's that?	Huh.
What's that? You tell Mommy what it is.	

Language Home Visit #31

Purpose: To develope B's vocabulary for colors and comparative terms.

Equipment:

1. Collect your "junk" mail for a week and, when you call your mother for an appointment, ask her to collect hers.
2. Polaroid camera and film.
3. Yellow hat, green puppet, colored balloons.
4. Children's scissors, construction paper, glue.
5. 2 other puppets.

Forms: Colors and Shapes

I. Vocabulary:

HV and M complete a new copy of "Colors and Shapes", and compare it to the earlier version. Hopefully B has made some progress in the last month!

If B has some colors confused, or calls everything "blue", HV and M try to discover the source of the confusion. They assemble a collection of objects of varying colors and , by asking B to "show me the blue one" etc. try to discover on what basis the child uses color words. Are blue and green the same? Red and Orange? Or does B use color words to identify size, shape, or some other non-color characteristic of objects?

HV explains that using the junk mail and polaroid they can make a scrapbook, or posters, to help B learn new colors and get over his confusion. In additon, we would like to help B learn some comparative terms. Comparatives are words which can be used to order objects; they all end in -er. e.g. bigger, louder, higher, faster, etc. They give children a lot of trouble. probably because one object can be both big and small, high and low depending on the object with which it is compared.

HV, M and B make a scrapbook of colors, shapes, and big/small, skinny/fat. long/short, etc scraps. HV tries to show B that one object can be bigger than another but smaller than a third.

Using the polaroid HV takes pictures of B with the yellow hat, green puppet and colored balloons. She takes 3 up high and down low, with something big and something little. The pictures can be mounted on construction paper.

II. Conversation: Advanced

1. HV and M complete the "28mo." row on communication II for "the past" and "other people". HV asks M if she has noticed any efforts on B's part to discuss these subjects.

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2. B, M, and HV play with the puppets. HV and M use this as an occasion to talk about what the puppets are doing, feeling, thinking, etc.

3. HV, M and B play hide & seek. This can be a good game at this age and provides opportunities to talk about where people are, what they are doing, etc.

III. Conversation: Others. See #29

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LANGUAGE: Visit #32

Purpose: Review

Equipment: Tape recorder, blank tape.

Forms: 1. Assorted forms: see Ib.
2. Developmental Milestones 1 & 11
3. Forms for new baby book: see 11c.

I. General Review

1. The purpose of this visit is to review the course of B's language development and to prepare M for future language acquisition. Use the baby book as your prop. Go through it with M looking at the progress B has made.

a. Bring Communication forms 1 & 11, Developmental Milestones, ____'s Early Words, etc. up to date.

b. In addition, bring with you copies of previous forms (3 or 4) that touched issues on which B has made progress. For example, if B has learned words for colors or comparatives, bring "Descriptive Words that____Understands." With M, "test" B to see what words he now understands; fill out the new form and add it to the Baby Book.

c. The general tone of the review should be 1) look how far B has come and 2) look at what a good communicator he has become.

11. The future

a. Talk to B about one of the conversational topics we have covered. Tape this conversation and give the tape to M so she can have a permanent record of what B was like at 30 months.

b. Give M a copy of Developmental Milestones 11. Go over it, completing any items B can already perform. When you get to conversation, review with M the early part of the curriculum. We talked about descriptive language and language to express needs and wants. B can now express both these things to M. Soon he will learn to express them to friends. And later he will learn to describe things very exactly.

c. If B has, or is expecting, a younger sibling you can make up a baby book for him/her. Put in a 50 word list, Developmental Milestones, communication Questionnaires 1 & 11 and any other forms M might like.

111. Farewell

1. When you thank M for her participation tell her we will send her results. Warn her that it will be at least one year (for Wave 1, two years) before they are available. So if she does not hear from us for awhile, she shouldn't give up!

6/11/73

ADDENDUM: (to all Visits #32) -

Post-assessment, make a final visit, Visit #33, a kind of interpersonal farewell to your mothers and babies.

The visit will be brief, perhaps one-half hour, and can be used to deliver final bonds, chat with M about the project's termination and maybe, if need felt, to discuss the assessment just completed.

This may be a good opportunity, if you haven't already done so, to tell M about "The Open Home" gift and discuss, using a sample copy, means this gift might offer for enriching her child's learning opportunities as he changes and grows.

6/15/73

WAYS OF COMMUNICATING WITH CHILDREN

How does your child know that:

1. You love him?

(positive tone of voice, praise, conversation, social attention, smiling, laughing, hugging, kissing, patting head, giving him food, giving him objects to play with, (esp.) playing with him)

2. You are displeased with his behavior?

(say "no-no", "stop it", "don't", frown, slap, take away object, shake head, shake finger, put him to bed, put him in his room, put him in play pen)

3. You are not feeling well - tired, sick, unhappy, etc.?

(frown, "cry", sigh, moan, lie down, hold head, say "mommy's sick" etc.)

4. You want to play with him?

(pick him up, give him toy, start social game, e.g. peek (hide eyes), show him a book, tickle, bounce, chase, laugh, imitate)

5. You want him to eat up his vegetables?

(show him how you eat them and like them, say "good vegetables, mmmm . . ", make a game of it, look for the pattern on the plate, feed him forcibly, mix them with meat)

6. You are pleased with his behavior?

(smile, hug, kiss, praise, give him a reward, nod head, imitate the behavior)

7. You want to be close to him (physically)?

(go to him, pick him up, hold him on lap, cuddle, hug, smile, kiss, pat, hold out arms to him, look at book or play with toy while he is on lap)

8. You want him to leave you alone?

(say "go away", "I'm busy", give toys to play with instead)

9. You are sorry he got hurt?

(look concerned, come to him, hold him, soothe him, kiss or rub the hurt, say "all better", "that's too bad", "that's a good boy")

5/16/72

COMMUNICATION - OBSERVATION EXERCISE

Single Expressive Behaviors or Consistent Pairs of Behaviors	Child's Reaction (What was C doing before? after? How did he seem to interpret behavior?)
smiling	
frowning	
"crying"	
waving bye-bye and leaving	
saying bye-bye	
beckoning with hands, arms to come	
saying "come to Mommy"	
nodding head and saying "yes"	
shaking head and saying "no"	
slapping C's hand	
hugging and kissing	
approaching child, smiling	
saying "no no" "stop that" "bad boy (girl)"	
saying "go away" (in a negative tone)	
saying "what a good boy (girl)" positively	
saying "would you like a cookie?"	
holding out a cookie	
showing child a book or toy	
saying "would you like to play with (toy)?"	

Which behaviors had any effect on C's ongoing activity?

Contradictory Combinations	Child's Reaction
looking displeased and saying "good boy" in a positive tone	
looking displeased and saying "good boy" in a negative tone	
waving bye-bye and saying "come to Mommy"	
beckoning to come and saying "go away"	
holding out a cookie and saying "bad boy" in a positive tone	
saying "bad boy" "no no" "don't do that" and laughing	

Does C react more to physical, verbal, affective (tone), facial or gestural cues?

Language
9/28/72

- Language -

Milestones in Understanding

Recognition **AGE**

- Recognized his mother's voice: ______
  - Quieted when he heard her ______
  - Called "Mama" ______
- Recognized the sentence "Do you want to go night-night?":
  - Looked unhappy ______
  - Shook head ______
  - Said no ______
- Recognized a word for food (bottle, cookie):
  - Looked for the object ______
  - Went to get the object ______
- Recognized the word "no!" ______

Requests

- Gave something when you asked for it:
  - When the object was in sight ______
  - When it was in another room ______
- Put something where you told him to put it
  - In the same room ______
  - In a different room ______
- Brought something you asked for
  - When the object was in the same room ______
  - When it was in a different room ______
- Said "no" to your requests
  - When he meant "no" ______
  - When he meant "yes" ______

Conversation

- Understood a question about a thing ______
- Understood a question about a person ______
- Understood a conversation between two adults ______
- Understood a conversation on television ______
- Understood a conversation on the telephone ______

Anything Else?

____

____

____

____

DEVELOPMENTAL MILESTONES

- Language -

Milestones in Speaking

Words — Age

Said first word ______
Said 10 words ______
Said 50 words ______
Said first word with two syllables ______
Said a number (one, two, etc.) ______
Said a color (red, green, etc.) ______

Sentences

Said a sentence of two words ______
Used sentences more often than single words ______
Said a sentence of three words ______
Asked a question with "who?" or "where?" ______
Said a sentence with "no" or "not" ______

Conversation

Talked about something he was playing with ______
Asked for something he wanted ______
Answered a question ______
Told you about a place he had been ______
Told you about a person he had seen ______
Talked on the telephone ______
Talked to another child ______
Talked to himself
    in bed ______
    while playing ______

Assessments: Language

I. The Language Assessment Measures:

(1) How well the child speaks: a) How many words does he know

b) How long are his sentences

(2) How much he understands

(3) How he uses language a) What he talks about b) How he converses with others.

II. The visit:

The actual visit varies depending on the assessment.. But, ingeneral, each visit includes:

1. O asks M to play with B while B's speech is taped.
2. O asks M to give B a series of directions to measure his comprehension.
3. Observer talks to B

III. Presentation to M

When explaining the language assessment, stress our interest in how the different measures we are making go together. We would like to relate comprehension, production and language use over time and at any poing in time. We're interested in how our differen-programs effect each area of language development.

Assessment Descriptions

About the Social Assessment

Procedures

The major part of the visit is spent doing a "natural home observation" for about one hour. During this time mother and child are requested to "do what you would ordinarily be doing and just forget that I'm here." The purpose of this procedure is for us to get a record - as much as we can - of how the child usually spends his time: what activities he engages in, how he plays with toys, what people he sees and interacts with. The only difficult part of this procedure, for M and C, is that it is hard at first to ignore the observer. But you should stress that it is important to do so, because this is the only way we will find out how children behave when they are not "performing." The M should be encouraged to act as naturally and spontaneously as she can since her behaviors will affect the C's reactions.

The other part of the visit consists of procedure to elicit the child's reactions to strangers - usually an unfamiliar adult female, who may be the observer, (During Assessment #3 - the strangers are a mother and her young child). During these procedures the mother's cooperation will be needed - as she will be instructed by the observer where to sit, what to say, etc. Finally, the child's "attachment" to his mother is assessed by having the mother leave his side, leave the room, and - briefly - leave the house.

Variables

The main focus of the social assessment is on the C's social behaviors - to M and strangers, measures include behaviors such as looking, vocalizing, playing and touching - how often, how long, and when they occur.

About the Play Assessment

Procedures

The major purpose of the playroom visit is to observe how children play with and use objects. Some of the observations are of children's free play. Others focus on pretend play and how children respond at different ages to Pretend Play suggestions or Pretend Play materials. In other parts of the play room sequence we present the children with particular problems such as building a tower with blocks, or stringing beads.

We are also interested in the way mothers play with their children and in the way children respond to a playtime with mother. After watching the child play alone with one of the toy sets we ask the mother to join in.

Variables

We observe what children do with different objects. When a child is given a duck puzzle he might pretend with the duck, he might put it into the puzzle, or he might give it to his mother. We study the toys children prefer and how long they play with them. In addition we measure whether they smile, or vocalize while they are playing.

OVERVIEW: PLAY CURRICULUM

Theoretical Assumptions

The play curriculum grows out of several assumptions about the nature of play, its value for children and the way adults can support the diversity of play behavior:

1. Immense learning occurs during a child's spontaneous activities. The child comes to understand "things" as he poses "little" problems (e.g., when he tries to open a can, roll a square block, put a block into an upsidedown cup), or when he encounters surprises in the course of familiar activities (e.g., when pop beads come apart as the baby bangs or twists them).

The play curriculum emphasizes the presence and availability of things (rather than people) to give substance to the notion that the form, patterning and tempo of play at any given time is the child's task and a source of his pleasure. The hallmark of play is that it is an occasion which offers children a relatively high degree of choice in what they do. The play curriculum attempts to enhance two dimensions of children's spontaneous activity: a) the range of things upon which a given activity is attempted, and b) the diversity of activities performed on a given thing.

2. "Things" have invitational characteristics which attract the baby, hold his interest and promote diverse activities. How and whether a thing will invite activity depends upon several factors: a) the child's developmental level and specific past experiences, b) attributes of a given object, c) the set of objects in which it appears, and d) the child's ongoing play activities.

3. A child's developmental level determines the kinds of schemes available to him for dealing with objects. These organizing schemes have been classified in the following ways:

a. Social contact schemes in which the child uses objects to mediate interpersonal actions (e.g., giving, taking, showing);

b. Manipulative schemes through which the child operates upon the physical properties of objects;

c. "Pretend" schemes in which the child represents functional or physical attributes of objects through his actions.

d. Relational schemes through which the child aligns topological relations (circles in round holes, poles through rings).

4. With respect to play, the tasks of the adult caregiver are to

a. organize "things" so that the child's play opportunities are maximized,

b. manage intrusions into the child's play so that his interests and intentions are elaborated. "Elaborative" intrusions are distinguished from those in which the adult presents a task which is unrelated to the child's ongoing activity or those in which the adult imitates or facilitates the child's activity. The former ignores the child's interests, while the latter mirrors the child's current status. In contrast, elaborative play techniques acknowledge the child's interests but extend these (e.g., if the child is banging on a drum, the adult might offer him a can, thereby extending the objects of an activity. The adult might also suggest that the drum be rolled, thereby extending the activity performed on an object).

These tasks assign several important functions to the mother. On the one hand, the elaboration of play relies heavily upon her ability to observe and interpret her child's ongoing behavior. As an organizer, on the other hand, the mother is called upon to select, identify or create things which are appropriate for her child's developmental level and interests. Here the mother is seen as one who manages time and materials for herself and her child so that the child's opportunities for play are maximized.

Interactions: Mother, Child, Home Visitor

As we indicated earlier, each curriculum is designed as a series of occasions for the mother, the child and the home visitor to engage in an interchange focused on one or another area of development. The play curriculum emphasizes an observant and informed adult who appreciates the child's self-directed accomplishments, who capitalizes on the intrinsic properties of things to attract and sustain his activities and who thoughtfully modulates intrusions according to the capacities and interests of the child. The following brief sketch summarizes a home visit which might occur during the first month of the play curriculum.

> After a discussion with the mother about the baby's play during the previous week, the home visitor places a laundry basket filled with toys on the floor by the child and encourages the infant to explore these by shaking a whisk which has a small rabbit entrapped in it, banging a drum, or throwing a ball to the baby. The mother and visitor then sit together watching the baby sho is center-stage and main performer as he plays with the toys. Together they note on an observation form the toys the baby uses and his activities with them. During this time, the home visitor comments appreciatively on the baby's "discoveries"--spoons make interesting sounds, balls need to be chased. Then the visitor plays with the baby, watching his activities and elaborating on them. The child holds a cup and puts her hand in it. The visitor puts a ball in the cup which the infant dumps out and then replaces. Then the visitor offers baby a couple of corks to put in the cup. The baby places these on a chair and tries to sit on all of them at once. The visitor offers infant another cork and says, "Can you fit that under you too?" During this interaction, the visitor annotates her activities, pausing to engage the mother in discussion about the baby's responses. Toward the end of the visit, the visitor gives the mother observation forms to be used during the week when she watches her baby play with the set of toys left for him. They discuss which of the baby's own favorite toys could be included in this set, which the mother is asked to keep apart from the child's other playthings, but available to the child.

Note that during the visit the emphasis is on the observation of the baby's play, footnoted by the appreciation of his achievement which the home visitor shares with the mother. In addition, the toys brought into the home have been pre-tested. They are likely to engage the baby's interest and encourage particular kinds of activities. The set of toys changes with each visit so as to bias the baby's activity toward one or another form of play. For example, on one visit the toys might be organized around the theme of pretend "feeding"--cups, a pot, spoons, a doll, a stuffed animal, a bowl, a bottle, etc. Moreover, when interacting with the child the home visitor watches him, and when she joins the child's play she does so through the things she uses. In contrast to the language curriculum, conversations with the child are a postscript to the visitor's actions with objects. In contrast to the social curriculum the interpersonal exchange is predominantly between adults, while the subdued interactions with the baby occur after a preliminary period of observation.

Categories of Play

The play curriculum emphasizes three categories of spontaneous activity: 1) Manipulative play, 2) Pretend play, and 3) Relational play. Each home visit stresses one or another or some combination of these by introducing materials likely to encourage a particular type of play.

In addition, the home visits emphasize particular activity themes within each category. Toy sets are selected so as to bias play activities toward these themes, although the play sets often lend themselves to several themes. In general, the materials are rich enough to stimulate varied activities and to pose interesting problems. For the adult, the rules are: Let the children take the lead. Make proposals gently. Be aware of surprises. The point is to enhance the variability and depth of children's spontaneous activity.

The following are examples of the biases introduced by the toy sets or by HV when elaborating play:

A. Manipulative Play (Discovering things about things)

1. Noisemaking activities--drum, pail, wooden spoon, keys on a ring, ball with bell, etc. The activities encouraged by these materials are banging and shaking.

2. Open-close and in-out--cigar box, egg carton, pail, shovel, and assorted small things (plastic eggs, balls, blocks).

3. Large muscle activity--sturdy cardboard cartons (e.g. banana cartons with fitting covers) large suitcase, chair for baby to climb onto and into.

4. Circular displacement--cars, pulleys, push toy.

B. Pretend Play (Sense and Nonsense)

1. Make-believe feeding--cups, spoons, pot, bowl, doll, stuffed animal.

2. Make-believe grooming, dressing--tooth brush, cloth, "powder" can, mirror, hair brush, bangles, hat, bowl, doll, animal.

3. Make-believe sleeping--box, cover, pillow, bottle, carton.

C. Relational Play (All sense and no nonsense)

1. Topological relations--pop beads, stack toy, cardboard tubes and balls, puzzles, egg poacher with top and inset, coffee pot with parts, sized coffee cans, tooth brush in tube, egg holder and balls, nesting cups. Activities--"fitting," putting together.

2. Ordinal relations and groupings:
a. Classification--sorting games: function, color, size, etc.
 --blocks into boxes; cars into garages; clothespins into pails.
b. Lining up or piling--objects of any kind in a row or column; similar objects in a row (same color pop beads, blocks, balls, cars, clothespins, etc.)
c. One-One correspondence--eggs in egg cups, balls in holes, spoons in cups; cars in garages; balls in coffee spoons, etc.

Observation and Elaborative Play

The play curriculum stresses the autotelic nature of play. It is important for the mother to appreciate the "profundity" of the child's play and to develop techniques for participating in play which respect the child's interests.

In the curriculum the mother's observation of play precedes her participation. The first 4 weeks of the play curriculum stress observation. The HV plays with the baby in an elaborative style, commenting about her use of the toys during these times.

The elaborative style is made explicit to the mother during the fifth home visit. This visit stresses pretend grooming and dressing. The elaborative style is introduced at this time because it appears to be easier for adults to elaborate when the play is make-believe. The mother is then asked to try out elaborative participation during the following week. Mid-week observations continue and over subsequent weeks, the mother is encouraged to play with the baby and to use elaborative intrusions. Other styles of participation (e.g., imitation and facilitation) are explained. Facilitation will be stressed when the child is trying to solve relational problems (e.g., rounding up the balls for him when he is trying to fit balls in a tube) or problems which require more coordination than he can muster (e.g., putting rings on a wobbling pole). The trick is to help the child solve a problem he has posed but not to solve it for him.

A new phase in the promotion of elaborative adult play techniques begins with visit 20, when, in addition to the toy set, HV introduces a carefully selected toy with a built-in problem (a puzzle, for example) which the child is unlikely to be able to solve. The purpose is to convince the mother that the child will discover problems of his own that are fascinating and worthwhile; that with discreet guidance and sufficient time he will also discover the problem posed by the toy designer.

Phasing Out

A. Things in the home

Increasingly, things from the child's home are added to the toy set. Eventually, different sets will be strategically placed in the home (kitchen, bedroom, living room, bathroom, kitchen cabinets, closets, drawers) and the mother is encouraged to set up new play areas. The child's "take over" of the house is gradual and the mother determines the boundaries. The point is to store toys in places which attract the child and are convenient for the mother.

B. Corner-of-the-eye-observation

Observations gradually shift from the 10-15 minute periods of observation focused on baby's play with a particular set of toys, to "corner-of-the-eye" observations of less structured play. This shift in observation mode co-occurs with the shift to things around the house.

C. In the end....

Hopefully, in the end, three things will come to pass:

a. The home will be organized in such a way that attractive play things are available to the child.

b. The mother will be aware and appreciative of the child's spontaneous activity.

c. The mother will frequently join her child's play, but in a manner which elaborates the child's interests rather than imposing her own.

PLAY CURRICULUM INTERVENTION

Curriculum Overview

Home Visit 1
- Interview form

Home Visit 2
- Play Description sheets
- Developmental Milestones
- Make-Believe

Home Visit 3
- Play Description sheets

Home Visit 4
- Play Description sheets

Home Visit 5

Home Visit 6
- Play Description sheets

Home Visit 7
- Baby Day Record
- Play Overview

Home Visit 8
- Play Description sheets

Home Visit 9
- Play Description sheets

Home Visit 10

Home Visit 11
- Play observation form or Adult/Child play form

Home Visit 12
- Play observation form
- Adult/Child play form
- Attraction/Aversion form

Home Visit 13
- See HV 3, M/C/HV play
- Play Description sheets

Home Visit 14
- Baby Day Record

Home Visit 15 & 16
- Multiple use form and either Yes-No or Stability & Change

Home Visit 17
- Involvement observation form

Home Visit 18
- Empty Hands
- How Things Are Used
- Yes-No
- Mini-study

Home Visit 19
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Home Visit 23
- Special Toy Guidelines
- Play Description sheets

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PLAY CURRICULUM: HOME VISIT #1

Purpose:

1. To introduce the project to the mother and to get acquainted with her.
2. To explain to the mother that a child's play with objects is a learning process and to acquaint her with what a child is learning from his play.
3. To acquaint the mother with a method and a simple vocabulary to describe her child's play.
4. To play with the child elaborating on the child's play.

Equipment:

Child:
1. Laundry basket
2. Drum
3. Keys on a fuzzy ball
4. Barrel of monkeys
5. Six balls
6. A pail
7. A pot
8. A coffee can, filled with noise making objects and sealed, and with a string attached to it for pulling
9. Measuring spoon
10. Whisk

Mother:
1. Play description cover sheet
2. 4 Play description sheets

Home Visitor:
1. Interview form
2. Baby Book, sheets of 3-holed paper
3. Camer, film, picture mounts

Introduction:

1. Visits--Home visitor asks mother if she has questions about the project and explains that she will be coming once a week for four months, and then less frequently, perhaps once or twice a month for the next year. This would perhaps be a good time to establish a regular day and time for the weekly visits.
2. Explanation of and rationale for our program--HV discusses the importance of the infant's play and the purpose of her visits.
   a. The child's way of learning about the world is through playthings and play. Adults often don't see what could be learned from what a baby is doing because the things the baby has to learn are very obvious to us. A few examples are:
      1. An object looks different from different angles (e.g., the front versus the back of an object) and yet it is still the same object.
      2. The baby learns to recognize an object by exploring it through different activities, banging it, mouthing it, feeling it, shaking it. He learns what an object is by what he can do to it.
      3. An object still exists even though the baby can't see it. Peek-a-boo and games of hiding are favorite games parents have used for ages to amuse the baby with the surprise of objects and faces appearing and disappearing.

b. An infant learns many basic principles like these in the first years of life. Our purpose is to give to the baby as many opportunities to explore and learn about the world through a variety of play things and play activities. Child's play is really the child's way of studying the world of objects. We want to help him as he goes busily about the job of learning how things work, what they are and do and how they can be used.

3. Mother's role- The home visitor explains: We need the mother's help because we are only visiting once a week and we can't do much in such a short time. The most important point to make is that it won't be hard for her to do and that it will be fun and enjoyable for her to watch how her baby plays with objects and to play with her baby. We will be leaving toys for the baby each week and we hope that the mother will watch how her baby plays with them and with his own playthings. Baby's play is informative; it tells adults what objects the baby is interested in and gives us an idea of what activities give him pleasure. The mother will be telling us what her baby plays with and how he plays with it when we're not there. It is through play that we can see the baby changing from month to month.

4. The Interview--The home visitor asks the questions informally and generally encourages the mother to talk about her baby. The interview is to establish a give and take between the HV and mother. The responses won't be written as the mother gives them. Any interesting comments can be written after the visit. The interview will hopefully provide the HV with some basic information about the mother's attitudes toward, and awareness of her baby's play. It is to establish an exchange of information between home visitor and mother.

Procedure: Play Observation

1. Presentation of toys to the baby. HV presents the baby with a number of toys from the laundry basket. HV offers these with minor attention-getting demonstrations (e.g., shaking the whisk, rolling the coffee can, banging the drum with a spoon).

2. Observation of baby's activities by mother and HV for approximately 10 minutes. HV suggests to the mother that they watch what the baby does with the toys. HV chats with the mother about the baby's activities, using verbs such as shakes, squeezes, feels toy and explores it, mouths it.

3. Introduction and explanation of play observation form to the mother. HV shows the mother the play observation cover sheet and form, reading through it with her. HV explains that this is a simple way of remembering what toys the baby plays with, how he plays with them and which were the baby's favorite activities and toys. HV offers the reason that it's interesting to see just what babies do with toys and which they prefer. It will be fun to see how the activities change as the baby grows older and as different toys are given to the baby.

4. HV and M recording: HV suggests that they watch the baby play a while longer and then fill out the form together. HV and M watch the baby for about 10 more minutes and then fill in the form. The list of toys will be filled in first. (HV suggests that M do the writing, although HV contributes and reassures M about her comments.)

5. HV plays with baby (5-10 minutes)
a. When HV plays with the baby using toys, the "elaborative" play style will underlie her activities but will not be explicitly stated to the mother. "Elaboration" is defined as an adult way of playing which starts with what the baby does and then introduces a new element to the activity. A pattern of watching the baby to see what he does with which toys and then acting on this information is an essential aspect of this style. It's important that the HV not continually offer new objects or activities without spending time watching first and then acting. The following examples will attempt to clarify:

1. Baby fingers and turns over the drum. HV bangs the drum with a spoon. B bangs drum, smiles. HV turns over the pail and beats this with her hand. B bangs spoon on pail. HV alternates banging drum then pail.

2. B shakes cup. HV shakes spoons and offers to B. B shakes spoons. HV shakes barrel of monkeys and offers to B. B shakes and fingers the barrel. HV opens it for B. B shakes monkeys out of barrel. HV shows how to put monkeys in barrel.

3. B throws ball. HV rolls ball to B, suggests B roll it back. HV and B roll ball back and forth. HV rolls ball through tube. B gives ball to HV who puts it through tube again.

What we mean by elaboration is a technique of introducing a new activity the child can do with an object he is already interested in, or it is done by showing a new object with which the baby can do an activity he has already done.

6. Final Comments--Homework and Baby Book

HV explains that different toys will be left each week and asks the M to give the baby the toys to play with at least once a day. Ask the M if it is possible to keep these toys apart from the baby's other toys. HV asks M if she would please watch her baby play with these toys for about 10 minutes five days this week and write down on the play forms the baby's activities with them (using a new play form each day). Discuss which of the child's own favorite toys could be included in the toy set. Choose two or three of these and leave them with the set. HV fills out the five play forms with the list of toys and the names of baby's own toys which have been added to the toy set and leaves these with the mother.

HV then gives M a Baby Book explaining that this is where M can keep the play forms, pictures of the baby which HV will take from time to time, and any other records of the baby's play made over the coming months. HV takes pictures (2 of these are for the project) and mounts in Baby Book.

7. After every home visit, HV enters comments in "Postscripts."

What to do if....

1. The mother asks "How's she/he doing?"
a. The first and immediate answer is "wonderful" followed by assurances that you find the baby delightful, fascinating to watch and fun to be with. Explain that we are studying patterns of development: that different patterns

often bring children to the same place in the end. Children do different things with objects and that is how they find out about what objects are like. We are interested in "What he/she is doing" and the mother can find out more about that than we can.

b. One might also begin with "many mothers ask that question...." We find it difficult to answer because we see each child as different, and we are interested in how the child changes.

2. The mother disapproves of some of the baby's "harmless" activities (mouthing is a good example).
a. Ask whether the baby puts everything in his mouth, or are there kinds of things that seem to be more "mouthable" than others?
b. Ask whether the mother is bothered more by some things than others. Does she try to stop him when he mouths a cup or a spoon?
c. Does she feel that she is being effective in reducing mouthing? Does the baby stop when she tells him to?
d. If this applies, see "b" above. Might she try giving him something OK to mouth in the place of something objectionable (e.g., give him a spoon when he is mouthing a ball).

3. If the child doesn't play very much with any of the toys you have brought.
a. Play this down--don't draw attention to it.
b. Ask about things around the house he likes to play with..add some of these to the group on the floor.
c. Discuss some of the other things he might be doing at the time.
d. Try to attract the child's attention (without pressure) by creating a spectacle. Back out at the first sign of interest.
e. Try to avoid encouraging the mother to put pressure on the baby. As a last resort, ask her to play with the child for a while. Discuss his activities during this time (e.g., shaking measuring spoons is fun, but balls are to throw).
f. Go back to the check list with the mother; review what he did.

4. The mother does not complete the play description forms--it may be because:
a. They are too hard--suggest doing another one together after both of you have watched the baby play and talked about it. Completing one with the mother should help her to feel that it is not too difficult. When you leave new play forms fill out the toy side, listing the toys which will be left.
b. She's too busy--be sympathetic and commiserate with her, but still ask her to do it next week.

5. The baby does not "tune in" on the toys you bring in, or his interest is flagging--"soft pedal" the fact that he is supposed to be doing anything and never imply that the baby is a failure. You can say that babies are not always ready to play: not all babies find all toys appealing. Here is a chance to talk about the toys and household objects the baby likes to play with. Meanwhile watch to see if you can interest the baby, but don't model an imposing adult. The play curriculum defines play as an activity determined primarily by the baby's interest. However, this does not rule out all adult initiated activities. To pick up a baby's waning interest one could suggest some new activity and then watch his reaction, elaborating on this Avoid a string of adult initiated activities or spectacles.

6. If the mother asks if it is all right for her to play with the baby when he is playing with the toy set left during the week: "Yes, of course!" Here is a natural opportunity to convey our message of elaborative play. You could start by saying, "Try playing with him in his way," and then describe elaborative play to the mother.

7. If the sibling wants to play with the toys--the "policy" could be that we won't encourage it, but when it happens we can proceed and even use it to our advantage. If it happens during a period when you and the mother are observing the baby, you can talk with the mother about how the sib's play influences the baby's play. If it occurs when you're playing with the baby, focus on the baby, but don't be unkind or rejecting toward the older child. Another way to deal with this, if the older child wants to be in the center of things, is to give a toy from the set to the sib and designate an area nearby where sib can play with this toy (e.g., you play on the couch and B will play here on the floor). Perhaps another solution would be to bring a special toy or toys for the sib which, of course, would not be left but which would be the sib's own special toy for the time you are visiting.

   If the sibling interferes with baby's play by taking toys from B--try to prevent M from reacting harshly to the sib. One might ask, "Does this happen often? What is the baby's response? What do you usually do?" Encourage M to discuss the situation and indicate that it is not unusual and that it is hard for sibs to refrain. Often sibs do this because they'd like to receive attention from an adult. The purpose of this tactic is to deflect the mother from bearing down on the sib.

Mother's observation and recording:

Mothers are asked to keep records of their observations for several reasons:

1. Hopefully, the records will reveal patterns and preferences which would go unnoticed otherwise.
2. They can establish a basis for discussion between HV and M about the child's activities.
3. They may help to focus M's attention upon the child's activity.
4. They may also help M to set aside 10 or 15 minutes a day to give her undivided attention to the child.

Record keeping will be more difficult for some mothers than for others.

1. Fill out the record form with the mother during the home visit.
2. Ask her to do one on the following day. It will be interesting to see if the child is the same from one day to the next.
3. Ask her to do 2-3 more during the week if she has time.
4. Always discuss her mid-week observations with her on the following visit.
5. Sympathize with problems, but persist--gently, even casually (if you or she are uncomfortable).

PLAY INTERVIEW

1. What kind of play does ____________ enjoy most? (Encourage description of specific instances)

2. Which of his/her toys does ___________ prefer? What does ___________ do with them?

3. Are there any household objects ________ likes to play with? Are there some household objects he plays with which you don't want him to use?

4. Are there certain games or play activities which ______ likes to have you do with him? (Encourage description of activities and circumstances).

5. Does _________'s father play with him/her? (Encourage description).

6. Does ______________ play with other children?

Ages Relationship

What do they play when they're together?

PLAY CURRICULUM

Home Visit #2

Purpose

1. To review last week's visit by talking with the mother about the Play Description Sheets.
2. To explain to the mother why pretend play is a learning experience for the child.
3. To observe and record the baby's play with the mother.
4. To play with the baby elaborating on his play using a pretend theme.
5. To introduce "Developmental Milestones--Make Believe Play."

Equipment

Child:
1. doll
2. 2 plastic spoons
3. 1 wooden spoo-
4. a pot (left from Visit 1)
5. 2 plastic cups
6. 7 paper napkins
7. an egg cup (for doll's drink)
8. milk bottle
9. a stuffed animal
10. laundry basket (left from Visit 1)

Mother: "Play Description Sheets," Developmental Milestones--Make Believe.

Procedure

1. Review. HV informally discusses the following topics with M.

   a. How did the "baby watching" go and how did the Play Description forms work? Is it feasible for M to do 4 observations during the week?

   b. What activities did B do with the toys and which toys did he play with?

   c. Preferred toys and activities--Did they remain constant throughout the week, or did they change each day? Does the baby have a preferred toy?

   d. What toys and home objects did B play with besides the toy set left.

   e. Did B use his own toys which were included with the toy set?

   Reiterate the following about the Play Description Forms:

   You'd like to see how the baby played with the toys and which he preferred. These forms are very helpful and informative because through them you and the mother can see him grow by comparing what he's doing now with what he'll be doing in the future. Comment appreciatively about M's efforts.

2. Explanation of this week's visit: Theme--Pretend feeding. Children enjoy and learn from making believe. When a baby pretends to drink from an empty cup or to eat from an empty spoon he is using his imagination. He pretends something is there when it really is not. Sometimes he imitates adult activities in his pretend play.

HV asks M if she has seen any beginnings of this, such as "loving the dolly," pretending to drink, pretending to talk on the phone, etc. HV reassures M that most babies at this age don't do any of these yet, but that they will eventually and it is something the home visitor and M can look for together. HV should further qualify this by saying that babies at this age pretend in a very simple way. Sometimes it isn't even noticeable because it happens so briefly.

3. Toys.

a. Rearranging the toys: HV removes the last week's toys from the basket (leaving the pot), and puts in the new toy set which was selected for the pretend feeding theme.

b. Presenting the toys: HV presents these new toys to the baby with a few attention-getting demonstrations, e.g., pretending to drink from a cup and offering it to the baby, pretending to stir with the wooden spoon in the pot, pretending to eat with the spoon.

c. Observation of baby's activities by mother and home visitor for approximately 10 minutes. HV suggests to the mother that they watch what the baby does with the toys. HV chats with the mother about pretend that's occurring as well as commenting appreciatively on the manipulative activities.

d. Home visitor and M recording on the Play Description Form: HV and M fill out the form together remembering the activities and objects used by the baby during the observation time.

4. Home visitor plays with baby (10 minutes)

When HV plays with the baby she will keep in mind th- theme of elaboration explained in the procedure for Visit #1. The HV will observe which objects interest the baby and introduce a "pretend" variation on this activity. For example, if the baby is fingering a cup, the HV can pretend to drink from the other cup and say, "Hmmm, good," offering it to the bay. If B bangs a spoon on the floor, HV can demonstrate pretending to stir with a spoon in a cup and can offer the cup to B.

Suggested pretends:

1. Pretend to feed self/baby with spoon.
2. Pretend to drink, to give B a drink from cup.
3. Pretend to stir with spoon in pot, in cup.
4. Pretend to give doll a drink from cup or to feed doll from spoon.
5. Pretend to wipe own face, baby's face, doll's face with tissue.

Important! If the baby is not responding to any of these overtures do not push. This is a "trial balloon" and the HV should be sensitive to the baby. The HV should avoid by all means suggesting through her acts that the baby should be doing this now. Scatter these pretend "feelers" among manipulative elaborations. Respond to the baby's activities. A playful, game-like approach may bring imitation of HV's pretend gestures. Appreciation of the baby's activities, pretend and otherwise, should be communicated to the mother.

5. Play Description Forms: HV asks M if she would please give the toys to her baby at least once a day. Ask the M if it is possible to again keep these toys apart from the baby's other toys. HV asks M if she would please watch her baby play with these toys for about 10 minutes, four days out of the week and write down on the play forms the baby's activities with them, using a new play form each day. Four mid-week observations will not be possible for all mothers. Scale your request for what M was able to do last week and to her interest in this type of task. HV discusses with M which of the baby's own favorite toys could be included in the toy set as was done last week. A change of one or more might be a good idea to increase the baby's interest. HV fills out the play forms with a list of the toys in the set and leaves these with the mother.

6. Developmental Milestones--Pretend:

Go over the "Developmental Milestones" form with M. Indicate that these are just a few of the make-believe play activities that will appear during the next few months. Check whether anything has "happened" yet and note the age. If it happened for the first time on this visit, be sure to note it on the form. Add "Developmental Milestones" to the Baby Book and explain to M that she can record wherever these or any other make-believes happen. Be sure to refer to this form on your next visit.

7. Goodbye:

HV expresses her pleasure in and enjoyment of the baby and the visit.

PLAY DESCRIPTION SHEET

DATE ____________________ TIME ____________________

TOYS	ACTIVITIES

During this period, which were your child's preferred playthings?	Which were his/her preferred activities?

DEVELOPMENTAL MILESTONES

PLAY

Milestones in Relational and Constructive Play

	Tried to	Did it
Fitting		
Fit one paper cup into another one		
Put a pot top on a pot		
Put a simple puzzle together without help		
Opened a screw top jar		
Towers		
Piled 3 blocks on top of one another		
Piled 4 blocks on top of one another		
Piled 6 blocks on top of one another		
Rows		
Lined up objects in a row		
Made a row of 3 blocks		
Made a row of 4 blocks		
Made a row of 6 blocks		
Anything else?		
______________________		
______________________		

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Play

DEVELOPMENTAL MILESTONES

PLAY

Milestones in Make-Believe Play

	Tried to	Did it
"Night-Night"		
Pretended to sleep	______	______
Pretended to put a toy night-night	______	______
Telephoning		
Pretended to telephone	______	______
Actually said hi or "Bye-bye"	______	______
Feeding		
Pretended to drink out of an empty cup	______	______
Pretended to feed self with a spoon	______	______
Pretended to feed toy	______	______
Pretended to feed another person	______	______
Cooking		
Pretended to stir food	______	______
Pretended to pour	______	______
Transportation		
Pretended to drive a wheel toy (with brrr sounds, or screeching brakes)	______	______
Added a garage, road, tunnel or bridge	______	______
Drawing		
Asked someone to draw a picture of something	______	______
Drew a "picture" and labelled it	______	______

Anything else?

____________________	______	______
____________________	______	______

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DEVELOPMENTAL MILESTONES

PLAY

Milestones in How things Work

	Tried to	Did it
Turned knob to open door	______	______
Turned TV on	______	______
Turned TV off	______	______
Flushed toilet	______	______
Turned faucet on	______	______
rang door bell	______	______
Beeped horn of car	______	______
Turned on vacuum cleaner	______	______
Worked toaster	______	______
Pulled down window shade	______	______
Let down crib railing	______	______
Anything else?		
________________	______	______
________________	______	______

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(Play)

PLAY CURRICULUM

Home Visit #3

Purpose:

1. To review and discuss M's observation of pretend play.
2. To discuss the notion that children discover important ideas about space and spatial relationships during play.
3. To observe the child's exploration of topological spatial relations.
4. To play with the baby in an elaborative style, emphasizing "fitting" together activities.

Equipment:

Child:
1. Stack toy
2. cardboard tube
3. balls
4. Coffee cans (3 sizes)
5. barrel of monkeys (without monkeys)
6. toothbrush and tube
7. plastic bathroom cups (nesting)
8. pot (add middle section to pot left from last week).

Mother: Play Description sheets.

Home Visitor: Camera, picture mounts.

Procedure:

1. HV discusses M's observations of the previous week (10-15 minutes), using M's entries on the Play Description form.
   a. Did the child play make-believe games with any of the toys we left?
   b. Did he play any of these games with other things around the house?
   c. Did the mother play any make believe games with the child?
   d. Any new entry on the Developmental Milestones form?
2. This week's theme: Topological Spatial Relations

Children make important discoveries about space during this age. They make these discoveries when whey try to fit the top on a pot, a ring on a pole or ball into tubes. To the child, these problems are similar to puzzles of form boards. In these activities, the child is exploring the connection between the contours and shape of empty spaces and the contours and shapes of things which fit exactly into them. In mathematics these are called "topological" relationships and they are an important part of the child's understanding of how things work.

Play Curriculum: HV #3 (cont.)

3. HV puts the new toys in the child's basket and removes those not needed for this week. Attracts the child's attention if necessary. Takes two rings off the pole and offers rings to baby. Joins M.

4. HV and M observe C's play (15 minutes). They discuss:

   a. What C does.

   b. C's attempts to put rings on poles, cover pot, insert middle section, load balls into tube, etc.

5. HV and M record play observation.

6. HV plays with child (10 minutes). This time, when HV elaborates the child's play, she emphasizes, wherever possible, activities which involve fitting things together. Other elaborations are OK, but relational ones are especially important.

7. Closing discussion (10 minutes).

   a. Discuss with the mother any of the fitting together activities she might have noticed during the past week or at any other times. Does the baby like to screw the tops on jars, fit things into boxes, put keys into locks?

   b. If mother completed her observations of the previous week, ask her to do 4 observations during the coming week (one each week day).

PLAY CURRICULUM: HOME VISIT #4

Purpose: 1. To review the child's play activities during the past week, highlighting any spatial topological activities (referring to Play forms M did).

2. To communicate to the mother the play theme of "Container and Contained."

3. To introduce to the mother the notion of "play styles."

4. To introduce Developmental Milestones: How Things Work.

Equipment:

Child:
1. egg box
2. eggs (taped)
3. egg with chick
4. cigar box
5. pail
6. tissue box
7. clothes pin
8. blocks
9. 8 pieces aluminum foil
10. shovel
11. balls

Mother: Play Description Sheets; Developmental Milestones: How Things Work.

Procedure:

I. Review

HV discusses with the mother the play activities of the child with the toy set (referring to the play forms M did), with his own or sib's toys, and with home objects over the past week.

Possible Topics:
1. Did he do any fitting of objects inside containers? (e.g. tooth brush in tube, coffee cans inside each other, cups inside each other, balls in tube, etc.?)
2. Are his activities in any week different from the activities with toys last week or other weeks?
3. Is he using the basket as a toy?
4. What, if any, toys did he prefer to play with? Preferred activities?

II. This Week's theme: Container and Contained

The toys in this week's toy set encourage one activity in particular, that of putting small manipulative objects into containers and dumping them out. HV explains to M that children at this age are fascinated by opening and closing containers, by filling and emptying them. In this activity they are figuring out how many objects and what size objects can be put into different size containers and they are learning how to remove the objects by dumping them out.

III. Toy exchange

HV removes last week's toys and replaces them with the new set. HV draws child's attention by rolling 2 or 3 sheets of aluminum foil into balls.

IV. Observation

HV and M watch C's play for about 10 minutes and then complete a play form together.

V. Play

HV plays with C. Suggested activities for elaboration:

a. Putting blocks, clothespins and eggs in different containers.

b. Dumping them out.

c. Clipping the clothespins on the edge of the box or hanging them on the edge of the basket with the wide end down (easier for C to imitate).

d. Opening and closing cigar box, and "chick in egg."

e. Putting eggs and other objects in egg carton depressions.

f. Crunching foil into balls.

VI. Discussion

What toys and/or household objects does C like to fill and dump? Are there some objects/toys with which M prefers C to do this (e.g. filling the toy chest/basket vs. dumping waste baskets)?

VII. HV discusses and demonstrates play styles

a. Play styles - description:

Adults play with children in different ways. Sometimes they mostly help the child do what he wants to do, e.g. they hold the pail steady, or help the child find the balls to put into it. At other times they imitate the child, e.g. when child puts balls in the pail, the adult does the same thing. At other times, the adult's play is helpful and similar to the child's, but still quite different, e.g. if the child is putting balls into the pail, the adult might suggest that he try clothespins, or eggs. If the child has filled the pail with balls, the adult might suggest that he dump it. When the adult plays with the child in this way she introduces new ideas, but keeps the new ideas close to the things which interest the child.

b. Play styles - demonstration:

HV again joins the child's play (without announcing that she is going to demonstrate play styles). When the opportunity arises, she either helps, imitates or elaborates the child's play, labelling (in, advance, if possible, her activity.

This time, refrain from suggesting that M try out these styles. If she asks, say yes, of course.

VIII. Play Forms

HV asks M to watch C for about 10 minutes the day following this visit and the day preceding the next visit, and fill out two play forms.

IX. Pictures

If HV was not able to take pictures last week, she takes them this week. These will be used for illustrations of activity descriptions in the Baby Books. Save a picture for the project.

X. Developmental Milestones: How Things Work

Discuss with M the importance of C's practical discoveries about how things work. Adults give little thought to turning on a light switch, opening a door, or putting toast in a toaster. But to small children these and hundreds of other "workings" are remarkable, mystifying, and challenging; they are "problems"--true problems. For the child, they are equivalent to complex adult problems such as planning a budget, a meal, or a trip.

The discoveries we have listed are not exhaustive. Ask M to add her own (salt from a salt shaker, the ring of an alarm clock, door bell, telephone). Fill out the form with her during the home visit, and ask her to add any "happening" during the following week.

XI. Postscripts

HV checks postscripts--are they complete for each baby?

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PLAY CURRICULUM: HOME VISIT # 5

Purpose

1. To discuss M's observations of the previous week:
   - a. What did the child do with the "small" things?
   - b. Did the child play with other containers around the house?
   - c. Does the child like to play with things inside kitchen cabinets?
   - d. What were the child's favorite toys and activities?
2. To introduce pretend dressing and grooming.
3. To ask mothers to try an elaborative play style when they play with the child.

Materials

Child: hats, bangles, bowl, tooth brush, doll, stuffed animal, spools on a string, paper plates, whole and with center cut out, pop-beads. Ask M to add a diaper, a pair of adult's slippers a hair brush, a small scarf and an adult's hat.

Procedure

1. Review.
2. Introduce toys. Ask M for additional materials. Put the bowl on the head of the stuffed animal, the scarf around the doll, etc.
3. Observe child and fill out form.
4. Play with baby. Ask M to participate. Discuss the difference between helping, imitating and elaborating play. Make the following points:
   - a. Children play most creatively when they run their own show. Adults do not have to do very much.
   - b. We believe that one of the most useful ways of entering the play of young children is to elaborate themes initiated by the child.
   - c. In order to do this, adults must watch what the child is doing, propose an elaboration, then leave it up to the child to pick it up or ignore it. In general, when you make proposals that are close to the child's interests but still somewhat novel, the child is likely to try them out.

Play #5 (cont.):

d. Remember, play is the child's business; the decisions are up to him. He may reject a suggestion one day, and pick it up the next. Pretend play is barely present at this age.

e. Sibs may help to get things going. Try to teach sib elaborative techniques to use with baby. Don't be surprised if nothing happens! Enjoy it if it does!

5. Homework:

   a. Ask M to make three 10 minute observations during the following week (modify this if necessary, according to the problems/needs of M).

   b. Ask her to play with the child after each observation, using an elaborative style whenever appropriate.

6. Suggested themes: bangles, hats, beads on wrists, feet, doll, stuffed animal; brush,doll, rug, shoes, stuffed animal.

7. Be sure to look at Developmental Milestones for "Make-Believe" and "How Things Work."

8. Homework--HV: Postscripts.

   HV enters comments on visit: Note M's response to midweek observations (enthusiastic, neutral, resisting?), to toy set, to project. Note also, C's pretend play.

3. Observe the child for 10-15 minutes, and fill out the form.

4. When HV, child, and M are playing together, HV watches M, noting the specific instances in which she or M use various styles. When the play episode is completed, HV reviews with M the examples of HV or M involvement using the three styles, writing a few down at the bottom of the record sheet.

5. Look for opportunities to discuss the following points:

   a. Children play most creatively when they are running the show. When tasks are difficult the child sometimes needs help in handling materials, as well as help in solving problems (i.e. holding the tube upright so spools can be put in, unscrewing milk bottle so child has only one revolution to open it, etc.).

   b. Elaborating child's play depends a great deal on cues the child gives. The HV may have a great idea for an elaboration with balls but if the child doesn't buy it, wait! This might not be the right time but keep the idea. Maybe tomorrow he'll be ready.

   c. Imitative play is a two way street. The child and adult can imitate one another. In fact, imitation is itself a kind of game.

   d. Enjoy your play with the child. It's fun - let him know it!

6. Homework:

   a. Ask M to do 4 ten minute observations (modify this if the need exists).

   b. Ask M to play with child using elaborative, helping or imitative styles, and to jot down a few examples on the record sheet at the end of a play period.

7. Suggested themes: Putting spools in tube, or in egg holder, (same with balls) connecting pop beads to be disconnected by the child or vice versa, dumping and refilling milk bottle.

Please note: The play panel has never included the category of play style which is unrelated to the child's activity. (We call these irrelevant intrusions.) The emphasis is on developing and teaching positive ways to interact with the baby. We are deliberately ignoring what we consider to be a less positive interactive mode.

E

4/10/72

PLAY CURRICULUM

Home Visit #6

Purpose:

1. To review and discuss M's observation of pretend play.

2. To discuss the notion of space and topological relationships with emphasis on fitting, connecting and disconnecting.

3. To play with the child emphasizing the distinction between elaborative, imitative and facilitative (i.e., helping) adult activities.

4. To involve mother in elaborative, imitative and helping styles.

Equipment:

Child:
1. Egg holder and balls that fit in the holes
2. Plastic jar with cover
3. Coffee cans with covers
4. Spools (that fit cardboard tubes)
5. Tubes
6. Whisk (with small toy inside)
7. Pop beads
8. Milk bottle with cover
9. Clothespins
10. From house: screw type jar and any other toys or objects M suggests.

Mother: Play Description sheets.

Procedure:

1. HV discusses M's observations of the previous week (10-15 minutes)

    a. Did the child play any make-believe games with the toy set we left? Did he play any of these games with other things around the house?

    b. What was the nature of the play?

    c. Did the child's pretend play involve anyone else?

    d. Did the mother play make-believe games with her child? What kind?

    e. Check Developmental Milestones--any new pretends?

2. Introduce toy set: Ask M for suggestions about additional materials in the home that might be included in the toy set (i.e., screw type jar--any type of fitting toy, containers with snap lids, other safe items to put in egg holder, etc. Suggest that some of these might be included now.

PLAY CURRICULUM: REVIEW AND MAKE-UP

Home Visit #7

Purpose

1. To discuss with mother her last week's observations.

2. To either make-up any visit which was missed or to review major highlights of the play curriculum thus far.

Equipment: Determine own (see below).

Forms: Baby Day Record (a.m. & p.m.), Play Overview.

Procedures

1. For "make-up" -- see procedures for missed week.

2. For review:

   a. Go over Play Overview.

   b. Select from toys and themes worked out so far, those which might make an interesting combination or which might be especially appealing to your baby or which might be helpful to the mother. Design your own home visit -- "individualize" for yourself, mother and child.

3. For mother:

   a. Baby Day Record -- introduce Baby Day Record. Ask M to do one morning and one afternoon.

   b. Any other activity (observation, play, etc.) which you think would be helpful, fun or interesting.

4. Snapshots of C and toys for Baby Book (and project).

5. Homework: HV

   HV goes over postscripts for visits 1-6. Those notes can help plan visit 7.

Play (r)
11/15/72

Your Name ______________________________

We would like you to fill out this record so that we can have a picture of your baby's "typical day". You need not feel pressured to fill in all the items. Not all of them will pertain to your baby on the particular day that you will be keeping this record.

After you have made the daily record we would like to know the following:

1. Was this day unusual in any way?

2. How would a weekend day be different?

Thank you!

Please check which form is completed here.

_____ Baby's morning

_____ Baby's afternoon and evening

BABY'S NAME ____________ First Last   DATE ____________

AGE ____________ Months   DAY OF WEEK ____________

____________'S MORNING

BEFORE BREAKFAST

Waking: Time ____________ a.m.

Activities after waking and before breakfast

1 ab Did the baby play in his/her crib? ________ How long? ________

2 ab Did the baby play with toys? ________ Which? ________

3 Did the baby talk to himself? ________

4 Did the baby play or talk with brother or sister? ________

5 Did the baby have bottle or food at this time? ________

6 Did the baby cry? ________

7 Who picked the baby up? ________

Activities after being taken out of bed

8 ab Was the baby fed? ________ By whom? ________

9 ab Was the baby dressed? ________ By whom? ________

10 ab Was the baby bathed? ________ By whom? ________

11 Did the baby have contact with his/her father? ________

12 What did they do? ________

13 abc Did the baby play? ________ With what? ________

With whom? ________

BREAKFAST TIME

Time breakfast began ____________ a.m.

14 What did the baby have for breakfast ________

15 ab Did anyone feed him/her ________ Who? ________

16 Did the baby feed himself/herself alone? ________

17 ab Did anyone have breakfast along with the baby? ________

Who? ________

"DAY" Cont.

AFTER BREAKFAST - MORNING ACTIVITIES

Routines

18 ab After breakfast, was the baby dressed? ______ By whom? __________

19 ab Did the baby have a bath? ______ What time? __________

20 ab Who bathed him/her ______________________

Activities, play, and outings

21 Where in the house did the baby play? ______________________ (Indoors?)

22 What were you doing during this time? ______________________

23 What things did the baby play with most? ______________________

24 ab Did he/she play with anyone? ______ Who? __________

25 ab Did the baby have a morning snack? ______ What? __________

26 ab Did he/she watch any television? ______ What programs were turned on? __________ ______________________

27 ab Did the baby cry at this time? ______ What happened? ______________________

28 ab Did she go outside at all? ______ What things did she play with? ______________________

29 ab Did the baby play with anyone? ______ Who? __________

30 What were you doing while the baby was outside? ______________________

31 Did he/she cry while being outside? ______

Excursions

32 Did the baby go anywhere away from home? _____ Time: From ____ to _____

33 Where did he go? ______________________

34 Who did he go with? ______________________

Visitors

35 ab Were there any visitors? ______ How many? ______

36 ab Was the visitor an adult? ______ a child? ______

37 ab Was the visitor a neighbor? ______ a friend? ______

cd a relative? ______ a workman? ______

"DAY" Cont.

38 How long did the visitor(s) stay? ________

39 Did the visitors play with the baby? ________

40 If yes, what did they do together? ____________________

LUNCHTIME

Lunch: Time ____________________

41 What did the baby have for lunch? ____________________

42 ab Did anyone feed him? _____ Who? ____________________

43 ab Did anyone eat lunch with him? _____ Who? ____________________

MORNING NAP (If applicable)

Did the baby:

		Yes	No	
44	have a morning nap?	_____	_____	time _____ to _____
45	play in the crib before falling asleep?	_____	_____	
46	play in the crib upon waking up?	_____	_____	
47	have a bottle?	_____	_____	
48	talk to anyone? (or himself)	_____	_____	
49	cry before falling asleep?	_____	_____	
50	cry after waking up?	_____	_____	
51	have any food (juice, cookies, etc.) after the nap?	_____	_____	

52 Who picked the baby up after the nap? ____________________

_______'S AFTERNOON AND EVENING

AFTERNOON NAP (if applicable)

Did the baby:

		Yes	No	
1	have an afternoon nap?	_____	_____	time _____ to _____
2	play in the crib before falling asleep?	_____	_____	
3	play in the crib upon waking up?	_____	_____	
4	have a bottle?	_____	_____	
5	talk to anyone? (or himself)	_____	_____	
6	cry before falling asleep?	_____	_____	
7	cry after waking up?	_____	_____	
8	have any food (juice, cookies, etc.) after the nap?	_____	_____	

9 Who picked the baby up after the nap? ______________________

AFTERNOON ACTIVITIES

10 Where in the house did the baby play? ______________________ (indoors)

11 What were you doing during this time? ______________________

12 What things did the baby play with most? ______________________

13 ab Did he/she play with anyone? ________ Who? ____________

14 ab Did the baby have a snack? ________ What? ____________

15 ab Did he/she watch any television? ________ What programs were turned on? ____________ ______________________

16 ab Did the baby cry at this time? ________ What happened? ______________________

17 ab Did she go outside at all? ________ What things did she play with? ______________________

18 ab Did the baby play with anyone? ________ Who? ______________________

"DAY" Cont

19 What were you doing while the baby was outside? ________

20 Did he/she cry while being outside? ____

Excursions

21 Did the baby go anywhere away from home? ____ Time: From ____ to ____

22 Where did he go? ________

23 Who did he go with? ________

Visitors

24 ab Were there any visitors? ____ How many? ____

25 ab Was the visitor an adult? ____ a child? ____

26 ab Was the visitor a neighbor? ____ a friend? ____

cd a relative? ____ a workman? ____

DINNER TIME

27 Did the baby have a playtime before dinner? ____

28 What did he/she do? ________

29 ab Did the baby play with you or anyone else? ____ Who? ____

30 ab What did you/they do together? ________

31 What did the baby have for dinner? ________

32 ab Did anyone feed him/her? ____ Who? ____

33 ab Was anyone else eating with the baby? ____ Who? ____

AFTER DINNER

Bedtime routine

34 Did the baby play after dinner? ____

35 What did he/she play with? ________

36 ab Did the baby play with anyone? ____ Who? ____

37 What did they do together? ________

38 ab Did the baby have a bath? ____ Who bathed him/her ________

39 Was the baby asleep before he/she was put into bed ____

"DAY" Cont

Before going to sleep:

40 ab Did someone read to the baby? ____ Who? ____________________

41 ab Did the baby kiss anyone goodnight? ____ Who? ____________________

42 Did the baby listen to music? ____

43 ab Did someone rock the baby to sleep? ____ Who? ____________________

44 Did the baby have a bottle? ____

45 What time was the baby put into the crib? ____________________

46 Did the baby play awhile in his crib before falling asleep? __________

47 What did the baby play with? ______________________________

48 Did he/she talk? ________

49 ab Did he call for adult attention? ______ Did he/she cry? __________

50 ab Did someone go in to see the baby?______ Who? ____________________

51 Was he/she taken out of bed? ______

52 What time did the baby fall asleep? ____________________

PLAY CURRICULUM

Home Visit #8

Purpose:

1. To review and discuss M's observations of the past week.

2. To explain that through gross motor movements children are learning about their body size in relationship to other larger objects.

3. To discuss the concept that the same object used in a different setting becomes a new and different object to the child.

4. To play with the child using one or any combination of the adult play styles.

Equipment:

Child -
1. Large box with string attached.
2. Large trash can with bottom cut out.
3. Large ball.
4. Laundry Basket.
5. Pull toy.
6. Monkeys.
7. Plastic blocks.
8. Balloons.
9. Boat.
10. Two (larger) plastic containers.
11. Two (smaller) containers.
12. From house: stool, small chair, bath toys, other floatable objects and any other objects M suggests.

Mother - Play description sheets (4), extra balloons.

HV - Camera for snapshots of the child playing with large toy set, picture mounts.

Procedure:

1. HV and M discuss observations of previous week if . . .

   - a review week

     a) did the child enjoy the set of preferred toys?
     b) what did he do with them?
     c) did the child play with this set in a different way than any other toy set?

   - a make-up visit, refer to discussion questions of the make-up week. If appropriate, HV and M go over Developmental Milestones -- either Make Believe or How Things Work.

11/30/72
Play (r)

2. Explanation of this week's visit.

a. Children make important discoveries about their body size and its relationship to larger objects. The child makes these discoveries when he climbs into a cabinet or box, or crawls under objects to see if he will fit. In these activities, the child is exploring his body dimension and the relationship between his body size and the contours and shapes of other objects. This type of an activity is important for the child to gain knowledge of his changing size and the non-changing size of objects.

b. The child is also learning that objects can have many uses and, depending on the setting, the activity possibilities an object can have may vary greatly (i.e. the nature of a balloon on dry land is to rub, poke, sit on, throw, etc.; in the bath a balloon floats and has great potential as a boat). The toy set is equipped for this type of exploration by the child. Through his play with the objects in his bath as well as on dry land he learns of the many possibilities for activity that an object has to offer.

3. Introduce toy set

HV removes toys from past week and places the new toy set out for the child. HV asks M if any objects from the home can be placed in this set (refer to Child Equip. # 12 for possible items).

4. HV and M observe child's play (10 min) and fill out a play form. (HV may want to take snapshots of child playing at this time.)

5. HV, child and M play (10 min). During this time HV and M discuss again the notion of facilitative (helping), elaborative, and imitative play. If it is necessary, HV explains the three types again, and HV and M discuss the past week's use of these styles.

6. Homework

Ask M to observe the child when playing with the complete set on dry land. Also suggest to M to observe her child's activities with the smaller items in the child's bath.

4/21/72

PLAY CURRICULUM

Home Visit #9

Purpose:

1. To review and discuss M's observations of the past week with the gross-motor and bath toys.

2. To leave 4 "floatables" as gifts for the child.

3. To explain that through early pretend activities children reveal that they are beginning to think about (represent) activities which they have previously experienced.

4. To play with the child and to communicate to the mother what the child is doing or is attempting to do, as well as to comment appreciatively on M's "appropriate" entries into the child's play (those entries which are relevant to a child's on-going interest).

Equipment:

1. doll
2. stuffed animal
3. bowl
4. pot
5. wooden spoon
6. 2 measuring spoons (separated)
7. small milk bottle
8. 2 cups (one with handle, one without)
9. egg cup
10. tongue depressor

For the mother: Play description sheets.

Procedure:

1. HV and M discuss the observations of the previous week:

   a. Did B enjoy crawling in the box, in the "tunnel?"

   b. Did B push the wheel barrow? Put toys in it?

   c. Play with the large ball? With father? With sib?

   d. What did he do with toys on dry land? In his tub? Which bath toys did he prefer? etc.

2. Explanation of this week's visit:

   The theme this week is an elaboration of the previous pretend feeding visit. This week the toys are chosen to suggest pretend feeding and food preparations (e.g., stirring, pouring) activities because the earliest pretendings of children appear to be centered on food. When children pretend they reveal that they are thinking about (representing) an event which they have previously experienced, even though the event is not immediately present.

3. Introduce the toy set asking M for any home objects that could be included such as baby's cup, bib, spoon, stuffed toy, paper plate, etc.

4. Observe child's play with M and fill out play form.

5. Play time:

HV and M and child play together. HV centers her conversation on what the child is doing and what toys he finds especially interesting. Positive appreciative comments on M's entries into the child's play which are cued to his interests will hopefully encourage her to join C's play. An important message to communicate is the enjoyment of sharing the child's play. The pretend theme lends itself to reciprocal play and elaborations emerge naturally.

Some questions:

Does the child seem to expect to find real food in the cup when he drinks from it? Does he seem to be disappointed when he discovers that nothing is there? Does he look into the cup before he "drinks." After? Does he take a second drink immediately after the first one? Later? Fill out two copies of the questionnaire. Give one to secretary for our files. The other is for the Baby Book..(M can fill out one, HV the other). Leave one for M to do during the week.

Some techniques:

If the child has not spontaneously tried to drink from an empty cup--1) put the cup in front of C.--observe. 2) Pretend to drink, then hand the cup to C.--observe. 3) Pretend to feed the doll, then give doll and cup to C.--observe. (See the Pretend Feeding form).

Any pretend elaborations other than feeding and elaborations other than pretend are totally in order (bowl on doll's head as hat, banging on pot) if the child loses interest in pretend feeding or if he isn't interested in pretending at all.

6. Check Developmental Milestones--Pretend.

7. Homework.

   a. Play descriptions (2 or 3) based on 10 minute observations of C's play with toy set.

   b. Ask M to follow the suggested procedure on the "Pretend Feeding..Drinking out of an empty cup" form at least once during her play time with C, noting C's behavior on the form.

8. Postscripts--at the end of the visit, enter comments in postscripts. Check back over earlier visits. Any missing?

PLAY: Home Visit # 10

Purpose:

1. To discuss with M her observations of pretend "food" games.

    a. Have there been any changes in these games since the last time they were observed?

    b. When playing these games does the baby spontaneously feed people (himself, mother, father)? Toys (doll, stuffed animal)?

    c. Does the child "cook" i.e. mix, stir, shake? Does he combine cooking and feeding?

    d. Does he smile when he plays or does he seem to take it all very seriously.

2. To review activities concerned with spatial relations and to discuss with M things in the home (household materials and toys) which can be added to this week's relational set.

3. To introduce "constructive play" as a form of play which appears only fleetingly now, but which will become more frequent by the end of the second year.

4. To pose the question: "When do children smile?"

Equipment:

1. Stack cups
2. Balls and tubes: two sizes of balls and tubes
3. Sponge blocks.
4. Wooden blocks
5. Kleenex boxes, napkin boxes
6. Stack toys
7. Collapsable camping cup.

Procedure:

1. Explanation of this week's visit

    a. Topological relations: The materials for this week repeat earlier relational sets. The balls and tubes of two sizes should help pose the problem of things which do not fit. The strange behavior of the collapsable cup should interest the children.

    b. Constructions: The sponge blocks and the wooden blocks are introduced to permit M and HV to observe the rarity of constructive activity at this age, hopefully to establish a basis for enthusiasm when this behavior begins to appear. Constructions (we think) represent an extension of the child's organization of things in relation to one another. In the beginning children might pile one thing on another, or line things up next to one another (a pile in a box might be more appealing than one on the floor). However, at this age, blocks and sponges are more likely to be thrown, chewed, or put into boxes with no apparent order or system.

HV's elaborations can pose to the child the possibility of stacking or lining up--a pile under the couch or a row on the edge of the cushion might appeal more to the baby than a pile or row on the floor.

c. Smiling--When do children smile? We know children smile when they interact with people. They also smile when they play with things. Sometimes these smiles are social--the child acts upon an object and then shares his pleasure with other people. But sometimes the smiles do not seem to be directed to others but rather, seem to be expressions of inner pleasure and satisfaction with the activity.

2. Procedure

a. Use the procedure of previous weeks as a guideline.

b. HV and M fill out play observation form adding the positive affect "+" notation to the sheet (+(O, M) if the smile was directed to a person, + if there was no social reference).

c. Discuss with M: 1) the type of activities the child engaged in, and 2) the occasions on which the child smiled.

d. Introduce "Developmental Milestones" for constrained and ordering relations.

3. Homework

Ask M to do 4 midweek observations, keeping a record of smiles.

4. Play styles--What to do if. . .

a. If the introduction of play styles has made M uncomfortable about playing with the child, it is time to back off. Shift the emphasis to what the child is doing.

b. If M is interested and relaxed, continue to support her elaborative entries by commenting on them when they occur. HV can also become a less active participant during the 3-way play periods.

c. In general, the curriculum is more concerned with the way M plays with her child than with the total amount of time M and C play together. So, it would be nice if mothers played more with the children, but the major emphasis is upon M's sensitivity and respect for the child's intentions. If M's entries tend to be intrusive, HV can gently shift to observation and discussion of the child's activities. At the same time, HV can reduce the overall frequency of her own entries while drawing attention to those which elaborate the child's play.

d. Where and how to proceed from here requires an assessment of the feelings and skills of each M. Try not to push M out of the picture; but try not to promote her participation if she tends to be intrusive. Good luck and don't worry.

PLAY: Home Visit # 12

Purpose:

1. To review and discuss child's play with rollables:

    a. Did the child use the inclined plane? Did the child find other things to use as ramps? Did he roll things off flat surfaces?

    b. Does the child try to push blocks and boxes?

2. To return to pretend dressing-grooming games.

3. To offer things which vary in texture and flexibility for the child to explore.

4. To work with play styles in whatever manner seems appropriate for the individual mother and child.

5. To discuss dress-up things from the home to add to the "second" basket.

6. To observe children's aversions to certain kinds of things.

Equipment:

Child:
1. Hats (cowboy, baseball, straw sombrero, straw hat)
2. Spaghetti mop
3. Cloths: light scarf, velvel clogh
4. Doll and stuffed animal
5. Bowl, aluminum plate
6. Brushes: tooth brush, scouring brush, soft dust brush (child's own brush and comb)
7. Mirror
8. Add: slippers, etc. from home

Mother: Play observation form (4)
Adult/Child play form (2)

H.V.: Attraction-Aversion form

Procedure:

1. Explanation

    a. Dress-up-grooming: This pretend set elaborates on the previous one for dress-up-grooming. Its purpose is the same--to provide materials which encourage dress-up and grooming games. Some of the materials should puzzle the child--the brushes, for example, may not all seem quite right for brushing teeth and combing hair. As the child tries to use these things he may discover properties which do not suit the purpose he has in mind. It is when things do not quite "work" in the way they are supposed to that the child comes up against problems about the relation between how things are and the way they can be used.

b. Textures and flexibility: The textures and flexibilities of things in the toy set have been varied so as to (hopefully) create problems or peculiarities when they are used in pretend games. These variations are interesting in their own right and should provide interesting opportunities for exploration.

c. Likes and dislikes: The children are likely to find some of the materials mildly aversive (the straw sombrero, the scouring brush) and other materials extremely attractive (the cotton, the velvet). The origin of these aversions and preferences is a mystery--children have them for materials they have never seen before. M might be able to supply examples of this from her observations of her own child.

2. The procedures for previous visits should be followed.

3. Attractions and Aversions: HV and M note child's reactions to different materials on attraction-aversion form when 1) the child plays alone and 2) when the materials are offered to him.

4. Second basket: HV and M discuss materials from the home for the second basket. How did the arrangement work out during the previous week? Did the child use both baskets?

5. Play styles: Continue to work on play styles in whatever manner is appropriate for the mother.

6. Homework

a. Play observation: Important for M to do this week.

b. Add either smiles, aversions or play styles according to interest of M.

5/18/72

THE ADULT/CHILD PLAY FORM

The adult/child play form will help keep track of how adults play with children. Not all entries into the child's play need be recorded--just those which can be remembered after a play period.

In the adult column:

1. Styles.

   H = (Help) when the adult helps the child accomplish a task.

   I = (Imitate) when the adult imitates the child's activity (using the same kind of object).

   E = (Elaborate) when the adult copies the child's activity but with a new object, (or gives him a new object) or when the adult suggests a new activity for an object with which the child is playing.

   R = (Responsive/reciprocity) when the adult responds to the child (for example, by taking an offered toy), or responds to the child's wishes (by make-believe drinking from cup given by child).

2. Toy--note the toy involved.
3. Activity--note the activity going on.

In the child column:

1. Toy--note the toy the child was playing with when the adult entered.
2. Activity--note the child's activity when the adult entered.

ADULT/CHILD PLAY

CHILD	ADULT
toy activity	style H* I* E* R* toy activity
toy activity	style H I E R toy activity
toy activity	style H I E R toy activity
toy activity	style H I E R toy activity
toy activity	style H I E R toy activity
toy activity	style H I E R toy activity

* H = helping, I = imitating, E = elaborative, R = responsive/reciprocity

ATTRACTIONS - AVERSIONS

1.	cowboy hat	+	0	-
2.	baseball hat	+	0	-
3.	sombrero	+	0	-
4.	straw hat	+	0	-
5.	spaghetti mop	+	0	-
6.	scarf	+	0	-
7.	velvet cloth	+	0	-
8.	bowl	+	0	-
9.	aluminum plate	+	0	-
10.	tooth brush	+	0	-
11.	scouring brush	+	0	-
12.	dust brush	+	0	-

PLAY: HOME VISIT # 13

Purpose:

1. To review pretend activities:

   a. Discuss dressing-grooming activities of previous week.

   b. IF child played with these materials, compare the past week with the first time these materials were presented.

   c. Did M (or anyone else) play dress up games with the child? What happened?

   d. Aversions--Did the child dislike certain materials? Which ones? Did aversions change during the week? If so, any speculations about why?

2. To re-visit topological relations: repeat of home visit # 3--same toys, with an additional purpose: have there been changes in the way these materials are used.

3. To discuss "second" basket.

4. To continue to work on play styles.

5. To introduce "corner of the eye observations."

6. Dangerous things.

Equipment:

See home visit # 3.

Procedure:

1. See home visit # 3.

2. Compare earlier with current performance.

3. M/C/HV play.

4. Towards end of visit discuss "corner of the eye Observations."

Explanation

It is often difficult to find time to sit down and watch the child play, and, in fact, some of the most interesting play occurs here and there during the day, when no one seems to be watching. Although it is sometimes difficult to watch the child's play and do household chores at the same time, these kind of observations can be very exciting. Ask the mother to pick a 10 minute period to observe the child when she is busy and the baby is playing with materials. Ask her to fill out the play observation form at the end of this period. This "exercise" will not be "right" for all mothers. Try to make the point and suggest the activity _if_ you can and if it makes sense to do with your mother.

5. This week's toy set contains "may be dangerous things," i.e., things which people might be reluctant to permit young children to play with, but which have a special fascination for them. The screw jar and the small balls have been included in the set in order to stimulate discussion with M about objects of this type.

   a. Does M worry about the safety of toys?

   b. Does she provide supervised opportunities for the child to explore these types of things?

   c. Suggest that M might offer the child our "may be dangerous" things at times when she would be free to supervise.

6. Discuss the new contents of the second basket. Let M make the change after you have gone.

7. Things to remember

   a. Check "Developmental Milestones" when these match the home visit.

   b. Postscript records--these records are important. A few notes and comments should appear for every visit.

PLAY CURRICULUM: REVIEW AND MAKE-UP

Home Visit # 14

Purpose:

1. To discuss with mother her last week's observations.

2. Either to make-up any visit which was missed, or to review major highlights of the play curriculum thus far.

3. To leave a Baby's Day (a.m. and p.m.) for M to do.

Procedures:

1. For "make-up" see procedures for missed week and see 2c. about pictures in the baby's book. Don't forget to leave a Baby's Day for M to complete.

2. For review:

   a. Look back over the play forms with M. Comparing early play forms with the most recent ones might be an interesting and fun activity for both of you. Discuss changes in C's play which have occurred over the past three months. Interesting comparisons might be made with early and recent toy preferences, activity preferences, pretend and relational activities. If it can be seen that C is less likely to mouth or throw objects now and is more likely to put objects in relationship to each other (putting in, or through, taking out, dumping out, fitting, etc.) this can be mentioned. Changes in home toy or object preference now that C is outside more could be discussed.

   b. Select a group of toys from past toy sets which might make an interesting combination and appeal to your child (see Sue and Nancy for help in gathering these). Design your own visit, individually to suit yourself, M and C.

   c. Pictures: mounted on construction paper, pictures of C playing with the toys we leave are a needed colorful addition to the baby book. Try to take the camera with you, also paper and glue for mounting the pictures. This appearance comparison by pictures "elaborates" on the theme of how C has changed over the last three months. Take a couple of extra pictures for us.

3. Homework: A complete Baby's Day.

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Play Curriculum: Home Visits 15 and 16

Purpose:

The last two visits of the weekly series have been grouped together. The purpose of both visits is to discuss and illustrate the many uses that children find for simple toys.

In addition, two other topics can be discussed:

a) the organization of playthings in the home, and

b) change and stability in the child's play.

These last two topics have a complementary purpose -- to explore with M the role of the adult in providing ample opportunity and generous encouragement of the child's exploration of things in the home while at the same time appreciating changes in the child's capacities and the personal tastes and preferences of C and M.

c) the toys have seen selected from earlier sets to make up two combination sets which ought to encourage"multiple uses."

Discussion topics:

A. Things in the home:

Explore with M where (indoors) the child likes to play. Is it wherever M happens to be or are there favorite play places -- in the kitchen, bedroom, etc.?

What about "no nos?" Are there times when M finds herself saying "no, no" a good deal? What does M do when the child "gets into" things? Does she feel that she is effective? Are there other strategies she might try?

Where are the child's playthings kept? Is there a match between the places where the child spends his time and the places where he is likely to find permissible things to play with?

Home Visit 15

Home inventory: Fill out with M the yes-no inventory. Use "yesterday" of the "previous week" to narrow down the observation period. Ask M to fill out the inventory again during the week. Discuss the inventory during Home Visit 16. Use M's observations as a spring board for discussions about "yes" and "no" rules. Are these rules consistent? Does the child seem to understand them? If M and C are locked in battle suggest a) that "yes" things be clearly distinguished from "no" things, b) that there be "yes" things wherever C liked to spend his time, c) that "yes" things be attractive and interesting, and that novel things be substituted when the lure of old things diminishes. As a practicel suggestion M might store attractive playthings in closets, dresser drawers, or cupboards, -- in places that are accessible to the child and where he is likely to hang out.

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Discuss the toys in the home basket. Does the child play with these things? What might be added and what might be taken out?

B. Playthings serve more than one play purpose:

The toy sets for the next two home visits are made up of things that have value for more than one kind of play. Most likely the multiple use of things by children has been noted over previous visits. The issue can now be elaborated.

Examples: Containers are fun for banging and for putting things into. Tubes can be piled into boxes, rolled and filled with balls. Cups and bowls can be stacked, used as utensils, and carried in wheelbarrows.

Fill out "Things have many uses" during the home visit. Ask M to fill out two or three of these during the week.

C. Change and stability

Review with M her observations of changes over the past few months. Use the play observations of the first two months for this purpose.

The purpose of this discussion is to marvel that even as children change dramatically they retain many personal characteristics (preferences, patterns, tempo) for long periods of time. The problem to pose is: what has changed and what has remained the same. The "change and stability" form may help cement that discussion. It is not necessary to fill out the form--it can be used as a discussion guide for HV, or it can be worked out and put into the Baby Book

General discussion questions:

If Christmas were tomorrow, what would M give the child? What did she give him last year?

If M were asked to make a list of basic toys for a day care center serving children of this age, what would she recommend? (If this is discussed, jot down M's suggestions--for us).

Equipment and materials:

For child:

Home Visit 15

1. pot, top and inset
2. nesting bowls and cups
3. spoons, tongue depressors (several)
4. stuffed animal

5. wheelbarrow
6. assorted balls
7. cigar box
8. toilet paper tubes
9. egg cartons
10. egg holder

Home Visit 16

1. stack toy
2. necklace - bracelet things (pop beads, bangles. rubber band, spools on a string)
3. large tubes
4. loose spools
5. pail and shovel
6. nesting coffee cans
7. doll
8. assorted plastic bottles
9. barrel of monkeys

For mother: The multiple-use form and either 1) yes-no, or 2) stability and change.

Procedure:

1. Standard procedure for presenting toy set.

2. HV and M: observation, discussion, participation.

Note the child's use of objects. Which things does he use in more than one way?

Does the child use the cups for pretend drinking, for nesting, for filling, for rolling? What about the pot top? Are the stack toy rings ever used as a bracelet? Are the pop beads used as a necklace, taken apart, fitted together?

When playing with the child, propose some "novel" uses.

3. Discussion topic: Either "Things around the house" or "Change and stability."

4. Homework:

a. "Things have many uses" (2 or 3 times)

b) Either "Change and stability" or "Yes-no."

Play #15-16 (cont.):

Encouraging the use of the Second Basket:

Some mothers have not been enthusiastic about the second basket. For visit 15 (and 16), arrive without the usual toy set (leave it in the car). Explain to M that this week you're going to help her gather a group of toys and household objects for the second basket to use during the home visit. The reason you're doing this, you can explain, is to help her think about providing C with a variety of interesting things to play with over the summer when you won't be visiting. Choose a theme for the basket which appeals to you or combine themes (relational, pretend, manipulative). If you feel it would help your M, prepare a list of possible toys and objects which could be included in this set. For example, a relational set could include:

Objects to stack - blocks, tissue boxes, shoe boxes, beer cans, soda cans.
Objects to nest and fit - containers with tops, screw-top jar, paper towel rolls, cars with boxes for garages, cups, bowls, a metal coffee pot with top and parts.

Use this toy set for the observation and play sessions.

Before leaving replace our old toy set with our new one (which after visit #16) will be left over the assessment period.

Assessment:

Introduce the coming assessment period during home visit #15. Using the discussion guide prepared for this purpose, explain the purpose of the assessments and be sensitive to M's concerns about it. Renew this discussion on home visit #16 (if necessary), and indicate then that you will drop by for a short visit after the 3 assessment visits are completed.

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PLAY CURRICULUM: THE YES-NO INVENTORY

Room	Child likes to play there	That's OK with me	This is what he does there	When he does that, I say--
______	Yes	Yes	1.	Yes No
	No	No	2.	Yes No
			3.	Yes No
			4.	Yes No
______	Yes	Yes	1.	Yes No
	No	No	2.	Yes No
			3.	Yes No
			4.	Yes No
______	Yes	Yes	1.	Yes No
	No	No	2.	Yes No
			3.	Yes No
			4.	Yes No
______	Yes	Yes	1.	Yes No
	No	No	2.	Yes No
			3.	Yes No
			4.	Yes No
______	Yes	Yes	1.	Yes No
	No	No	2.	Yes No
			3.	Yes No
			4.	Yes No

PLAY CURRICULUM: CHANGE AND STABILITY*

	Same	Changed
Preferences for specific toys and activities:		
Exploration of new objects:		
Interest in gross motor activity:		
Pretend play:		
Sensory-motor play:		
Relational problems:		

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* List examples if possible

PLAY CURRICULUM: HOME VISIT #17

Purpose:

1. To explore changes in the child's play since the last curriculum visit.
   a. favorite toys and/or activities.
   b. length of interest — i.e. attention span.
   c. new discoveries — new experiences.
2. To discuss the notion of "involvement."
3. To introduce the problem of "big things and little things."

Materials:

Child. 1) small cars, trucks, trains (10 or so, matchbox size).
2) large plastic dump truck.
3) two 4-5" metal cars (similar to two of the matchbox cars or trucks).
4) kleenex box.
5) cigar box.
6) 2 or 3 other assorted containers.

HV & M. The "Involvement" observation form.

Procedure:

1. M and HV discuss C's play activities during the testing break.
2. HV introduces the "Involvement" form, stressing the following points:
   a. As children grow older they "discover" new toys, and new ways of playing with old ones.
   b. At times they latch onto one or two things and play with these for hours and days on end.
   c. The purpose of the involvement form is to obtain a record of the child's interests, their intensity, focus and persistence.
3. Present materials

   After 5 minutes of observation, HV and M fill out the [illegible] form, attempting to identify some specific activities and assigning to this an "In" rating.
4. Elaborations and involvement
   a. Discuss with M the possible ways an adult might elaborate the child's interest in the toys — for example, if C is pushing the cars, the adult might suggest a "garage", a hiding, a "bridge" game and so on.
   b. Ask M to pick an elaboration and try to add it to C's play during one minute of mother-child play (if this request is too threatening, HV can do it).

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cont.

c. Then do a two-minute observation using the "In" form. Did C pick up the suggestion when M was playing with him? Later? Did he seem to be more involved? Less?

d. Repeat a, b, c and d.

5. Little things

The toy set for this week contains small and large objects from roughly the same class along with containers of various types. The purpose of the set is to observe how the physical dimensions of objects (in this case, size) influences the way they are used. Presumably, children acquire abstract physical concepts when objects share functional characteristics. End HV #17 with a discussion of Cs specific activities with the cars and trucks. Did C seem to prefer one size over another? Did he carry (push, load, finger, etc.) one size more than another? In what ways did he acknowledge that the objects were similar (e.g. did he investigate the wheels regardless of size?). Incidentally, note whether C uses the dumper on the truck in the same way he uses the kleenex box, etc.

6. Homework

Leave a few sheets of the "In" form, and ask M to make 3 or 4 five minute observations.

Play Curriculum: Home Visit #18

Purpose:

1. Review Discussion: small things and involvement.
2. Organization of the home.
3. Multiple uses — mini-study.
4. Homework: (Yes-No Inventory; mini-study).

Equipement:

Child
Cigar box (HV #17), small car (HV #17), coffee can, stuffed animal, hat, med. size car (HV #17), glove, sponge, plastic jar with lid, collapsable cup, clump of cotton, aluminum foil, truck (HV #17), rattle, beach ball, small ball.

Mother
Empty hands, Yes-No Inventory.

Home Visitor
Empty hands, How Things are Used.

Procedure:

1. Review discussion (15 min.)
   a. Small things: What did C do with the samll cars and trucks? Did he prefer them to the larger toys? Are there "small things" around the house that C likes (plastic animals, bottle caps, etc.)? To play with? To carry around? Ask M to set up a special box of "small things" for rainy days, or quiet play times for C and herself (you might even get the "small things" box started).

   b. Involvement: Did M enter C's play with the toy set things during the week? Does she feel that her entries increased C's involvement with the toys? Encourage discussion of C's play activities when he was most involved. Least involved. Does he repeat some activities often? Which ones?

   Some points to bear in mind: "Involvement" is a general term used to describe the intensity of C's engagement with objects. It is when C is involved that we who watch are tempted to say that C's activity is purposeful . . that C is intentionally and deliberately doing "something" in order to achieve "some" goal, and often the goal or purpose we attribute to the child is equivalent to a description of the activity (when C is carefully lining up cars in a row, we assume that C wishes to make a row of cars even though he might really be just putting one car next to another without having a "row" in mind while he is doing it). Using C's activities with last week's toys set for examples, build a set of specific instances of activities which occupied C's attention. Encourage speculation about C's intention or purpose and cement this discussion with the notion that whatever the intention, it is C's own.

2. Multiple Uses (30 min.)

One purpose of this week's visit is to initiate a "mini-study" to examine the notion that children prefer toys which have many uses over those which have few uses. Consider this, in part, as an exercise designed to introduce M to one aspect of child development research. Explain that we move gradually from preliminary, pilot studies (which this one would be) to more rigorous ones. Each step along the way we learn something about children and how to study their behavior.

This "mini-study" has two parts: a) a rating of each toy according to the number of different ways it is used by the child and, b) a comparison of C's play with a "many-use" set and a "few-use" set.

a) Rating Toys: Using the form provided (i.e. "How Things are Used"), list the toys from this week's toy set and 4 others (2 that M thinks may have many uses and 2 that may have few uses) from the home. Present entire set (of 20) to C (spread out on the floor) for 10 minutes and list C's activities. Add to that list any activities M might have noticed in the past. If C ignores a toy, offer it to him without demonstrating its use. Then divide the toys into a "many-use" basket and a "few-use" basket according to the number of observed activities. (N.B. If C uses one thing in relation to another -- e.g. car in truck -- credit car and truck each with one activity--put in). Use the two baskets in the home for this purpose.

b) Many Use Set: Present C the "Many-use" set and record (5 minutes) on the "Empty Hands" score sheet. Then present "few-use" set and record (5 minutes). Total C's score and discuss outcome.
Scoring Empty Hands: Check each time within a 30-sec. interval that C is without an object in his hand. Count to 10 after noticing "empty hands" before giving check.

(cont.)

3. Homework:

Ask M to repeat the Mini-study 4 times over the next 2 weeks (twice each week). You might ask her to balance presentation order(if not too esoteric for your M)—i.e. week 1, the order might be Many-Few, whereas the order for week 2 might be Few-Many. Ask her to indicate the order used in the space provided. The timing of 30-sec. segments might be rough for some M's. Suggest she use the second hand of a wrist watch..assure her that it's OK to be a bit off.,etc.

4. Data

The play Panel would like to see the "Data" for HVs from both "How Things are Used" and "Empty Hands." Give these to BK and you can return them to M on your next visit.

5. Organization of the home (15 min.)

One common woe of mothers with small children is that they want to play where they are not supposed to, or with things that are forbidden. Sometimes it is helpbul to take stock of the house to identify sources of conflict, the things that provoke "no-no." Even if the home is well-organized, it might be possible to enrich its play resources even further. Go through the Yes-No inventory with M as a way of opening issues in this area. Encourage M to set up new play places (what about 3rd box or basket?) or modify old ones.

Homework: Yes-No Inventory.

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PLAY CURRICULUM

Home Visit #19

Purpose:

1. Review

   Mini-study--Did the "mini-study" come out as predicted? Use a 'null" outcome to discuss problems in studying children's behavior. It is because of these problems (e.g. accurate or fine enough measures, mood fluctuations in children, and so on) that "null" findings really do not "disprove" a hypothesis as much as a positive finding "proves" it. What we know from a null finding is that the hypothesis is not true under the circumstances used to evaluate it. A positive finding supplies those circumstances under which the hypothesis is verifiable. The above discussion attempts to hone in on the notion of M as a collaborator in research. It may be too heavy for many mothers, so use your judgement to decide how far to go.

   A positive outcome is easy--(although you might make the above points anyway). It suggests that parents can evaluate good toys for children by considering how the child (not the adult) might use it.

2. Constructive - Relational Play.
3. Organizing playthings -- Home Basket and Toy Carrier.
4. Affect - smiling and concentrating.
5. Developmental Milestones.
6. Snap shot of C.

Equipment:

Child: Sponge blocks (6), toy carrier and wooden blocks, stack toy, puzzle. (Note - large compartment of carrier contains assorted wooden blocks - small compartments are empty so that M can add a collection of jar tops, home blocks, small cars, and so on.)

Mother/HV:
Developmental Milestones (all three sections) and Play Observation forms (see visit #10).

Procedure:

1. Review and discussion of mini-study.

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(play)

2. Constructive-Relational Play.

   a. HV and M observe C playing with toy set - Use play observation form to record C's activities. Smiling and concentrating (see item #3). Discussion questions: Does C often play with toys of this type? Has he done things with them in the past that he did not do today?

   b. M/HV/C interactive play. M and HV join C's play. HV's entries should be held down, while center stage is occupied by M and C. HV can supply a descriptive commentary on especially interesting child activities.

   c. Toy Carrier and Second Basket — Discuss the equipping of the second basket to parallel this week's toy set. Add some other small objects from the home to the toy carrier (which will be left permanently in the home). Where appropriate discuss the location in the home of the play baskets and the toy carrier. Refer back to Yes-No discussions, etc.

3. Affect - Smiling and Concentrating.

   Note instances of smiling and concentrating on play observation form during play period (see Visit #10). These observations should set the stage for a discussion of "smiling" and "concentrating", which can be continued during M/C/HV play. The general idea is to notice whether periods of concentration are followed by smiles. What activities are associated with "concentration"? When do children smile? Connect this discussion to earlier discussions of "involvement." How might the "many-use" hypothesis be elaborated? The "many-uses" of things might not be the same as the ability of things to pose problems. Recapitulate C's play activities for this visit and ask the following questions: "which of these activities reflected a problem C was trying to solve? What was the problem? What was C's solution?" For homework, ask M to observe C's play—10 minute periods, while she is busy doing something else (supposedly) - and note activities that lead to smiling and concentrating.

4. Developmental Milestones: Give M the Developmental Milestone forms. Ask her to look them over and fill out (in consultation with father or others) any ages she can. Her Baby Book might be helpful. Next week, you and she will go over them.

Play Curriculum: HV #19 (cont.):

5. Take several snapshots of C. Save 2 to give to BK. The rest go into the Baby Book.

P.S. Please guard the key to your suitcase. We will be using it one day.

PLAY CURRICULUM: HOME VISIT #20

Purpose:

1. Review
   a. Constructive play
   b. Relational play
   c. Toy Carrier use
   d. Smiling and concentration occurrence
2. Discuss Developmental Milestones
3, Introduce Paper Play
4. Suggest mother/child play time with the special toys of this week.

Equipment

Child: Aluminum foil (10 pieces), crepe paper streamers(2) small paper bags, (5), waxed paper (4 pieces), paper towels, paper plates (2), party favor cups (3), paper cups (2), a magazine (to be destroyed if C desires), envelopes with newspaper clippings in (to look like mail), construction paper (6), a rattle, 2 balls (small & med.Sized), 2 blocks (different shapes), 2small cars, tongue depressors.

Mother,HV: A pad of drawing paper, a box of crayons, a roll of tape, a magic slate, 3 play description sheets, special toys suggested activities sheet.

1. Review: Look at the play forms with M discussing the following topics:

a. Constructive play- Was C interested in stacking the blocks or the sponges? Did he prefer stacking one or the other of the two? Was he interested in lining them up? How tall did he like to make towers? Was he more interested in knocking them down then in building?

b. Relational play- Did C like to work with the puzzle? Did he seem to realize that the pieces fit in theholes? Did he try to work the pieces into the right holes and were there any he could get in by himself? Perhaps C found the task too frustrating. It's important to pose problems which challenge a child to develop his capacities, but at the same time there is the danger of discouraging him if the task is too hard and therefore unappealing to him now. We certainly wouldn't want the mothers to push their children. HV can suggest that adult pressure to do a task he finds too hard will usually turn a child off to the problem. At this age we only expect experimentation with puzzles like this, certainly not mastery. If the child can do it, then great!

c. Toy Carrier- Did C try to carry toys/blocks/objects in it or did he like to put thinggs in its compartments? Did M find it a helpful toy organizer?

d. Smiling and concentration- Over the two week period did C smile when playing with the toys or other objects around the house? Did certain toys or tasks bring about smiling more than others? Why does M think this happens? Does he smile when he is working hard on a problem or after he feels he has completed it?

2. Developmental Milestones - Probably C will have done many of these pretend and relational things in the past. Here it might be interesting to review the child's stages of development by looking back at early play forms and discussing how these changes seem so simple and could happen without being noticed, and yet they represent a large change in how a child is thinking and translating his thoughts into action. A tower of 6 blocks is much harder to balance than one of 3 blocks and requires more concentration, tenacity and coordination to say nothing of the desire to build a tower. Pretending to feed oneself with a spoon is much simpler than pretending to pour milk into a cup while making a pouring sound and stirring. Pretend play will begin to have more elements to it and vocalizations will elaborate it further. The "How Things Work" section contains a list of skills that tell us that a child realizes that these activities will produce an end goal. He's using a means to accomplish an end. The first time he switches a light on he may be surprised at the outcome, but as it becomes part of his repertoire he knows (conceptualizes) that if he flips the switch, turns the knob, etc. a specific outcome will result.

3. Paper Play - Paper strongly attracts children, but frequently the paper a child "gets into" is something that parents don't want destroyed so understandable restrictions are set up which make paper "Off Limits" to an exploring child. However, children enjoy and learn from playing with different varieties of paper so we've gathered a special paper collection just for the child to do with as he wishes. Encourage M to allow C to rip and tear these things. The main problem is clean-up. If this concerns M she could present the paper set at specific times during the day in a specific room where clean-up is easiest. The ideal situation would be to have this set available at all times as the other toy sets have been; this may be impossible in some homes.

   a. Observe C playing and use play activities sheet to record C's activities.
   b. M/HV/C interactive play.
   Suggested elaborations: wrapping the blocks, balls, cars and rattle in different paper (foil is particularly good); the sound of a wrapped rattle, the shape of a wrapped ball may intrigue C; let C unwrap objects M and HV hide; see if C resists wrapping certain objects which have definite shape (i.e. cars vs. blocks) - he may develop a rule system to this game. Ripping; tearing; crumpling; putting objects in bag; opening "mail"; drinking from paper cups: dressing up in crepe paper; eating with tongue depressor of plate; making balls out of foil; hiding objects under cups; etc; etc; etc!

4. Second basket: suggested materials M could equip it with: old newspapers, magazines (TV guide), used mail items (envelopes, cards), boxes, tissues, paper towels.

Play: HV #20 (cont.)

5. Special toys - This is a new aspect of the curriculum which will be a regular addition from now on. Special commercial toys which pose a particular problem or learning opportunity will be given to M for her to use in direct play with C over the two week period.* This week crayons, paper, tape and a magic slate are to be given to M with the suggestion that she keep these separate from the other paper and toys. Suggest to M that she choose a special quiet time each day to bring these out when she can spend 5-10 minutes with C playing with some or all of the special materials. (At this age frequently a child wants to draw beyond the paper onto the table; spreading lots of paper or putting newspaper over the table will help avoid problems.) A sheet of suggested activities which M could do with C using these toys is to be given to M. Have M check the activities they did together over the two weeks, adding any others they invented.

6. Homework: Ask M to do 2 play forms on paper play (this is reduced because M is also asked to spend a few minutes each day in direct play with C and also to write down these activities).

7. Mid-visit Telephone call - Call M to see how things are going.

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* Note to HV: When M & C's attention is focused on one toy, unrelated entries into the child's play are less likely. This is a method of encouraging M to use a helpful elaborative style with C, as well as to help her develop criteria for wise selection of commercially made toys.

PLAY CURRICULUM: Home Visit #21

Review and Make Up

I. Review

Discussion of C's play with paper materials over the past two weeks.

A. Using the play observation forms filled out by M (or M's recall) go over the way C used the paper materials. Did C's play change over the 2 week period? Did C enjoy the material? Did M find the mess too much?

B. Discuss M's play with C. Did M enjoy it? What about the sib?

II. This week.

A. Make up missed visit or,

B. Devise a visit (theme and appropriate materials) of your own, selecting from previous themes, issues and procedures.

III. Baby Day Record.

Ask M to do 2 full Baby Day Records (one each week).

IV. This will be the last review and make up week for the play group. Henceforth, missed visits should be made up sometime within the two-week spread. Baby Day Records will be designated in the curriculum -- approximately once every six weeks.

10/30/72 (r)

Child ______________________ Age __________

EMPTY HANDS

Presentation 1

A. Many-Use Toys (1st-2nd)
30 secs. 1 2 3 4 5 6 7 8 9 10 Total

B. Few-Use Toys (1st-2nd)
30 secs 1 2 3 4 5 6 7 8 9 10 Total

Presentation 2

A. Many-Use Toys (1st-2nd)
30 secs 1 2 3 4 5 6 7 8 9 10 Total

B. Few-Use Toys (1st-2nd)
30 secs. 1 2 3 4 5 6 7 8 9 10 Total

Presentation 3

A. Many-Use Toys (1st-2nd)
30 secs. 1 2 3 4 5 6 7 8 9 10 Total

B. Few-Use Toys (1st-2nd)
30 secs. 1 2 3 4 5 6 7 8 9 10 Total

Presentation 4

A. Many-Use Toys (1st-2nd)
30 secs. 1 2 3 4 5 6 7 8 9 10 Total

B. Few-Use Toys (1st-2nd)
30 secs. 1 2 3 4 5 6 7 8 9 10 Total

* The columns of the "empty hands" score sheet are divided into 30-sec. intervals. C is scored as having "empty hands" if he does not Play 9/13/72

TOOLS FOR MAKING THINGS

TOOL	HOW TOOL IS USED	SPONTANEOUS	IMITATIVE
1. Scissors	M/C		
	M/C		
2. Paper cups	M/C		
	M/C		
3. Tongue depressors	M/C		
	M/C		
4. Tooth picks	M/C		
	M/C		
5. ______	M/C		
	M/C		
5. ______	M/C		
	M/C		
6. ______	M/C		
	M/C		
7. ______	M/c		
	M/C		
8. ______	M/C		
	M/C		
9. ______	M/C		
	M/C		
10. ______	M/C		
	M/C		
11. ______	M/C		
	M/C		

2/28/73

PLAY CURRICULUM #22

Purpose:

1. Review
   a. Activities of C and homework of M.
   b. Discussion with M of toy set left last week.
   c. Collect Baby Day Record.

2. Discuss and introduce pretend toy set.

3. M/C play.

4. Special toy activities.

Equipment:

A selection - 12 small animals, 1 stuffed animal, 1 "L'eggs" egg (large white), 2-3 small boxes, cotton balls, straw (packing type), 1 small dump truck, 1 med. plastic milk bottle, 2 margerine containers with covers, 1 cigar box.
Special toy (selected by HV from a set of individualized toys) on shelves in play room.

Forms:

2 Play Description Sheets, Special Toy Guidelines sheet.

Procedure:

1. Review: Look at Play Description forms with M discussing the following:

a. If a make up visit, refer to appropriate curriculum week.

b. Discuss with M the activities of the child and the toy set left last week. Take note of any new activity and use this as one of your discussion points or explore with M reasons why or why not the child liked the set.

c. Collect Baby Day Records, code them at the office and return the records to M on the next visit.

2. Pretend Play: In the past months play has focussed on such activities as small manipulative activities and pretend activities. This week these two aspects of children's activity is combined in one toy set. Small animals, boxes, containers, trucks, and bottles, etc. are fun to manipulate -- animals in boxes or trucks, bottles in containers, etc. But an added element is the opportunity to combine these objects into a pretend form or to treat the objects as animated creatures (give horse ride in truck, feed animal hay, put it to sleep in cotton filled box, etc.) This visit we ask M to:

Play #22 (cont.):

a. Observe C playing and use play description form to record C's activities.

b. M play with child.

Suggested activities: Play with objects treating them as manipulative objects -- putting in, hiding the object, etc. After a short time begin to construct the play farm yard. Note! If child does not accept this elaboration do not force it on him but encourage M to try it out during the next two weeks.

3. Ask M to play with C during the next two weeks. . . at different times of the day. i.e. after breakfast, before lunch -- for by varying the playtime the M may find a time of day more successful for M/C play.

4. Special Toys:

From now on (and until further notice) a Special Toy will accompany the particular toy set planned for each home visit. A number of Special Toys have been purchased and these are located on the shelves in the play panel room (Floor 1). Guidelines which suggest different activities for each toy are also there.

Purpose of Special Toys: The Special Toys should be set aside by M for times in which M is free to play with C. One of our intentions is to increase the amount of playing together time. In addition, each toy can be used in several ways in addition to the way obviously intended by the manufacturer. We hope to use these toys as a way of focusing more intensely on the principle of elaboration by encouraging M to overcome the coercive aspects of the toy's design in the light of her child's ability. The rule is -- follow the child's lead. For example, i.e. if he wishes to stack, line up, spin or sit on form blocks - that is OK. M can accept his proposal; at some other time suggest that he fit the forms in their proper holes, and back off if this proposal fails to arouse C's interest.

The System: HV should select from the set, a toy which M and C are likely to enjoy. HV introduces the toy during the home visit and M/HV/C play together with it. HV and M discuss the way C uses the toy, the design of the toy, and the different constructive possibilities it offers. Use the"Guidelines" sheet and leave it with M suggesting that she add her own ideas. The toy is left for two weeks.
Checkout: A checkout sheet is posted on the shelf with the Special Toys. Please sign the check out sheet when the toy is removed and cross off your name when the toy is returned.

5. Homework: Ask M to do two Play Description forms with pretend play and one Special Toys Guidelines sheet (noting how C uses toy and her proposals).

6. Midweek phone call...Inquire how things are going -- Pretend? Special Toy?

Play
10/18/72

SPECIAL TOYS: Suggested Activities

Crayons and paper and tape

Helping: giving crayons
holding paper steady

others: ______________________

____

____

Imitating C: scribbling like child does
folding like child does
ripping like child does

others: ______________________

____

____

Elaborating: showing child how to scribble, draw lines, circles, putting scotch tape on paper, folding, crumpling or tearing paper, making paper hat

others: ______________________

____

____

Watching!

Magic Slate

Helping: holding slate steady

others: ______________________

____

____

Imitate: scribbling on slate like child does
drawing lines on slate like child does

others: ______________________

____

____

Elaborate: showing child how to erase slate, how to make lines in different directions, circles, smiling faces

others: ______________________

____

Watching!

PLAY CURRICULUM: Home Visit #23

Purpose

1. Review Pretend play and Special Toy activities of M and C.
2. Introduce and discuss toy set with familiar and new construction and relational materials.
3. M/C/HV play.
4. This week's special toy.

Equipment

Materials: large legos (6), wooden blocks of various shapes (10), sponge blocks (6), cigar and tissue boxes (5), stringing beads and spools with 2 strings, drawer set, assorted small objects, a boat, 3 small cars, and a dump truck.

Procedure

1. Review: Refer to Play Description sheets and discuss:
   a) Pretend Play: Did C enjoy the animals? What did he do with them? Walking? Making noises for them? Putting in boxes? Putting to bed? Feeding?, etc. Did M try any elaborations? Did C accept any or invent any of his own? Did he prefer manipulative activities?
   b) Special Toy: Review Guidelines sheet with M, asking how she enjoyed the playtime and what she thought of the toy left. Did C enjoy it or indicate he wanted to play with it? (The Special Toy is kept separate from toy set). Comment appreciatively on any new activities C or M invented for the toy and encourage daily play times for M/C play.

2. Constructive/Relational Play

   This toy set has a variety of constructive and relational materials, some familiar and some new to C. The Legos offer an opportunity to fit and stack. It will be interesting to see if C is interested in combining materials or prefers some over others. The beads and spools to string introduce a new relational activity also, one which may intrigue C. If not, the beads and spools can be lined up, stacked or put into the small drawer set which C can open, close and fit together.

   a. Observe C with toy set and do a play description sheet with M.

Play
11/21/72

Play #23 (cont.):

b. Play (Let M take the lead so that it is mostly M/C interaction) Suggested activities:

Building towers of blocks, sponges, boxes, spools, Legos - knocking them down.

Building bridges and running boats and cars under and over them.

Loading and dumping blocks in truck.

Opening, closing, fitting drawers and putting objects in them.

Stringing beads and spools.

3. Special Toy: Leave a new one with appropriate Guideline sheet for M to add her own ideas. Suggest daily playtime with this and the other toys.

4. Homework: Special Toy Guideline Sheet (1), Play Description form (2) for regular toy set.

5. Mid-week phone call to inquire how things are going.

PLAY CURRICULUM #24

Purpose

1. Review.
    a. Construction activities of C.
    b. Discussion with M about Special Toy left last visit.

2. Discuss and introduce relational toy set.

3. Mother/Child play.

4. Introduce the new Special toy set.

Equipment

Lego blocks(leave from previous toy set), stack pole, coffee pot, pop beads, nesting eggs of 3 different sizes with ass't small objects to fit in these (monkeys, balls, blocks),puzzle, collapsable cup.

Forms:

2 play description sheets, Special Toy Guidelines sheet.

Procedure

1. Review (referring to homework M did):

C's activities with the legos, did he learn to connect and disconnect them? Did he like to build with them? How did C use the other building materials and which did he prefer? Does he like to line up the blocks in a row, push them like cars or a train? Did C learn how to string the spools? Did he try to fit the drawers in and out?

2. Relational Play:

This toy set includes some relational toys which are very familiar to C and by now are easily mastered by him, as well as some which are newer and more of a challenge to him. The purpose of bringing back some of these "easy" toys is to focus discussion on those toys C has which he may be outgrowing by now. A number of the toys brought this week may interest C briefly, but most likely won't offer enough variety or complexity to hold C's attention for long. The four piece puzzles are probably still quite a difficult task which C cannot accomplish without help; the lego blocks and coffee pot also offer challenge. The simpler toys do still serve a useful purpose in that they are reassuring to C when he's trying to master these harder tasks. The discussion with M can center on the age appropriateness of toys and when it's time to put certain ones away. Another technique to renew C's interest in certain toys is to put them away for a while and then bring them back. A toy that's always available eventually loses its appeal, mothers have found.

3. Mother/Child Play.

4. Special Toy-Introduce and leave Special Toy Guideline Sheet. Play with M and C with this briefly. Encourage daily M/C play time with this.

5. Homework: Ask M to do two play description sheets and one Special Toys Guidelines Sheet.

PLAY CURRICULUM #25

Purpose:

1. Review with M
   a. Relational play during the week.
   b. Special toy.
2. Introduce pretend Dress-up set.
3. Mother/Child play.
4. Introduce 2 new special toys - leave only one.
5. Photo for Baby Book.

Equipment:

Five kinds of hats (coolie, cowboy, Indian, straw party hat, mop wig, straw sombrero), a scarf, pair of work gloves, pair of plastic gloves, 6 artificial, one-stem flowers, stuffed animal, 2-foot pieces of colored ribbon, pop beads (from last week), spools and string. From the home add an adult hat, a pair of adult slippers, pair of boots, pair of gloves, and a handled container of some kind (old purse, shopping bag with handles, small suitcase, lunch box) camera, film.

Forms:

2 Play Description sheets, special toy form, aversion-attraction form.

Procedure:

1. Review

Go back over earlier records of C's relational play. Compare them with this week's play activities. What can C do now that he could not do at 13 months? 15 months? 18 months? Search for patterns in C sequence of achievements. For example, did C's stacking go from random "Putting on" to an attempt to order sizes?

2. Pretend Play

This pretend set duplicates an earlier one. Have C's interests changed? Will C use the flowers to "Make" a hat, a bracelet, a necklace? Is C interested in playing Daddy, Mommy, superman, a TV character? Does C perfer some things? Avoid any?

3. Mother/Child play

Ask M not to suggest making something with the flowers. Will C try it on his own?

(cont.)

Play Curriculum #25 (cont.):

4. Special Toys

Introduce the 2 toys. Which would C like best? Why? Leave the one M prefers. Encourage M/C daily playtime.

5. Take photos.

6. Homework: 2 play description forms, special toy form and attraction-aversion form.

7. Check home basket -- suggest a change in the toy set.

8. Mid-week phone call.

12/14/72

PLAY CURRICULUM #26

Purpose

1. Review
    a. Pretend dress-up play.
    b. Special Toy.

2. Discuss and introduce constructing and ordering.

3. Mother/Child play.

4. Introduce 2 special toys (one familiar, one novel).

Equipment

Play dough, 6 tongue depressors, 6 plastic spoons(one color), 6 clear plastic cups, 6 blocks (same color and shape), 6 spools (one color), 6 small balls (same color, same size). From the home add 6 jar tops, (same kind), 6 small potatoes (or onions), 6 soup spoons.

Forms

Sort and Order form, Special toy form.

Procedure

1. Review: Discuss C's dress-up play games. Did F or M join in? What were C's preferences? Aversions?

2. Constructing and ordering: This play visit is in two parts.

I. On the floor: introduce cups, balls, spools, blocks, potatoes, so that each set is grouped (cups stacked, blocks in pile, etc.) and so that the sets are some distance from one another. Ask M to hold C while you set out this display. Observe carefully how C deals with this arrangement. Use the sort and order form. When HV and M join C, they propose elaborations such as putting things of the same kind in a row, or making 1-1 correspondences (a potatoe for each cup), a tower of spools and a tower of blocks, a block train with spool smoke stacks, etc.

II. The scene shifts to the kitchen table: Introduce play dough, tongue depressors, spoons, cups, jar tops. Adult elaborations stress 1-1 correspondence: 6 spoonfuls of dough, one spoonful for each cup, etc.

III. Caution: This activity should not turn into a grim lesson. Do be liberal with pretend feeding and choo-choo trains. C can even just mess abound if that's what he wants to do. Use the sort and order form to record C's activity.

3. Special toys: This may be last visit before assessment. If so, leave 2 Special toys. If not, remember to leave 2 on Visit 27.

4. Assessment: Discuss the coming series. Ask M not to discuss program. Ask her to put away toy baskets and special toys during assessment visits (Mention this to Mother only group, too.)

5. Homework: special toy form: sorting and ordering form.

12/20/72

SORT AND ORDER

1. Things in piles.

A. Which pile did the child go to first?________________

B. What did he do with those things?________________________

____

____

C. Which pile did he go to next?__________________________

D. How were those things used?___________________________

____

E. What two things did the child bring together first?____________________

F. What was the activity?_______________________________

2. Row making.

A. Did the child make any rows of things?_________________

B. Were any rows made up of just one thing?________________

C. Were any rows made up of different things?_______________

3. Towers.

A. Did the child make any towers?________________________

B. Were any made up of just one thing?____________________

Which things?______________________________________

C. Were any towers made up of different things?_____________

4. Did the child use the cups to put together things of the same kind?__________

____

A. All the balls in one or two cups?________________________

B. Plastic spoons in one cup and soup spoons in another?_______________

C. Any others?_______________________________________

____

5. One to One Correspondence.

A. Did the child make any one to one matches?_______________

B. Which things were matched?________________ and ________________

________________ and ________________

Play - Visit #27

Purpose: This visit is strictly a make-up slot -- an opportunity to complete 26 visits before assessment begins.

Procedure:

1) Make up any missing visits through home visit #26.
2) If make up visit made, take this opportunity to prepare M for upcoming assessment.
3) No visit need be made if 26 visits have been completed.

1/9/73

PLAY: Visit #28

Play visits are shifting to a monthly schedule. There will be no make-up visits. When a visit is cancelled, it will be made up during the month. If you are behind, take the first month after Assessment 3 to catch up.

On the monthly schedule, home visits will be divided into two parts: 1) Play activities in the usual mode; 2) "Practical" activities a la Montessori. In addition, there will be a mid-month phone call and mailing; 3) Special toy - blackboard and chalk.

Purpose:

1. Review: assesement — C's activities since last visit.
2. Making things.
3. Child as helper.

Materials:

1. Making things: a) plastic bag containing play dough, tongue depressors (4), scissors, paper cups (2), box of toothpicks, b) blackboard and colored chalk.

2. Helping activities: paper plates, cups, plastic forks, spoons (3 or 4 of each; sponge, dust pan, wisk broom, paper bag (for garbage), cupcakes.

3. Tool forms (6).

Procedure:

1. Go over earlier visit on "making things" with M. Discuss C's interest and use of materials at that time.

a) Present play dough with one supplementary material (e.g. scissors). What does child do? Then present another supplementary material (taking away the first -- wait until C is no longer using it), and so on. Note on "Tools for Making Things" form what C does with each supplementary material. Check "spontaneous" column. Do not demonstrate! This is to get an idea of C's spontaneous use of materials.

b) Now, ask M to demonstrate one use for each material. Indicate on form what M has decided to demonstrate (e.g. cut dough with scissors), then note whether C imitates.

c) At the end of this activity, ask M to think of additional supplementary materials she might add during the month.

d) Leave M materials and 5 forms. Ask her to keep a record of 5 play times, and to add new supplementary materials to the list.

e) Encourage C to help with clean up. Blackboard and chalk — can be introduced now or left as "special toy."

Play Visit #28 (cont.):

2. Child as helper.

a) Ask M if C likes to help around the house. Children of this age enjoy joining adults in "practical" activities. This interest can be fun, and at the same time be used to socialize the child into the adult's world.

b) This visit ends with refreshments. The point is that C will help set the table (one plate for Mommy, one for HV, one for me, etc.), and serve the food. After eating, C is invited to help clean up--sponge, dust pan, whisk broom are C's, and are used to wipe spills, sweep floor, etc.

c) Ask M if she could set aside at least one meal time for C to take the role of helper. M might consider adding a small pitcher for C to pour from (and anything else she can think of to expand C's tasks).

d) Discuss some general strategies for child as helper--avoid commands, adult works parallel to C, positive reinforcement when C cooperates and so forth. Children of this age cannot clean up a big mess all alone. Build cooperation in small steps.

3. Midmonth mailing: Two weeks after home visit and before phone call. This mailing will be a little piece by Montessori, a form for recording helping activities, and one for blackboard and chalk. Tell M that she will receive something in the mail and a phone call.

4. Mid-month phone call. Ask M about above activities (highs and lows).

TOOLS FOR MAKING THINGS

TOOL	HOW TOOL IS USED	SPONTANEOUS	IMITATIVE
1. Scissors	M/C		
	M/C		
2. Paper cups	M/C		
	M/C		
3. Tongue depressors	M/C		
	M/C		
4. Tooth picks	M/C		
	M/C		
5.	M/C		
	M/C		
5.	M/C		
	M/C		
6.	M/C		
	M/C		
7.	M/c		
	M/C		
8.	M/C		
	M/C		
9.	M/C		
	M/C		
10.	M/C		
	M/C		
11.	M/C		
	M/C		

2/28/73

PLAY HOME VISIT #29

Purpose:
1) Review
2) More helping activities (polishing shoes)
3) Construction and small objects, set wooden kindergarten blocks. 12 spools, 12 small cars, 12 small animals, 1 plastic shoe box.
4) Home basket.

Materials: For child- can of clear wax shoe polish, applicator cloth, small brush (stored in plastic shoe box); set of wooden blocks, 12 small cars, 12 small plastic animals, 12 spools (all small things in shoe box).

For M only- Play description sheets (8)

Procedure:

1. Review helping activities. What helping activities did C do? How does M feel about it? Is it a nuisance? Discuss independence and autonomy. Ask M about Montessori article- and C's contructive activities. Leave blackboards as a gift for C.

2. Introduce polishing shoes. Set up the activity in the kitchen (on newspapers). Ask M for a pair of D's shoes. HV encourages C. (with demonstration) to apply wax and to brish shine. Clean up. Suggest to M that shoe shining might be a once in a while activity (once a week)?.

3. Toy set:

   a. Compare C's previous play with blocks and small things to the kind of play he does now. Look back over old observtaions.

   b. Adults join C, attempting to maintain a long sequence. Beware, there is a tendency for adults to take over. As HV and M propose elaborations, discuss the role of adult demonstration (e.g. making a road), suggestion (e.g. that C drive his cars on it), followed up by a demonstration (M drives car) if C ignores suggestion. Try making a ramp for C. When does the adult back off?

   c. Ask M to make at least one play observation per week (of C using this month's toy set).

4. Home Basket: Is M using the home basket? Are toys spontaneously changed?

   Discuss with M C's favorite home toys, suggest that the home basket be liberally stocked with these.

   Discuss with M switching back and forth from home basket to project basket (from day to day) Would that fit the play pattern in the home?

5. General Discussion: Playing alone and with M.

   Does M set aside special times for playing with C? If so, what do they do? Does M watch C out of the corner of her eye. Remind M about the "corner of the eye" observation several months ago. Ask M to make one "corner of the eye" observation per week over the next month. Ask her to pick different times of the week to do this.

3/27/73

PLAY DESCRIPTION SHEET

DATE ____________________ TIME ____________________

TOYS	ACTIVITIES

During this period, which were your child's preferred playthings?	Which were his/her preferred activities?

PLAY HOME VISIT #30

Purpose:

1. Review
2. Learning through helping.
3. Pretend (dress-up) and Relational (a puzzle and a construction toy - many in Play Room).
4. Organization of the home.
5. Mid-month phone call and termination.

Materials:

Child: 2 polishing brushes (one small, one large); construct your own toy set: Pretend dressing (hats, gloves, scarves, beads, etc.) and Relational (a puzzle and some construction set - crystal climbers, small play school blocks, free form posts, etc. - either from the special toy shelf or from the play closet).

Mother: Forms: Learning through helping; Yes-No Inventory, Play description sheets (5 or so).

Procedure:

1. Review. Discuss C's helping and play activities during the month.

Helping -- what did C do? Did he enjoy it? Did M enjoy it? Does M feel these activities have value for C?

Blocks and small things.-- What did C do? How did he use the blocks? Does he have a special fondness for small things? Which? Is his play more "constructive" when M is playing too? If so, why might that be?

2. More shoe shines -- Present the idea that children can learn important concepts from these activities. Suggested concepts for this visit: size, pairs, one-one correspondence. Polish C's shoes (hopefully, C will have polishable shoes) with the small brush. Then polish the large pair (D's or M's) with the large brush. Emphasize the "twoness" of the small pair and the "twoness" of the large pair and the one-one correspondence of one small shoe to one large shoe. The emphasis is not on language training (but use language richly) but on activities (e.g. put the little shoe inside the big shoe -- then suggest that the big shoe go in the little shoe; set up two rows -- big shoe, big brush, big shoe, and a matched corresponding row; you might turn the shoes into "trains", and so forth).

Introduce M to the "Learning through helping" form. As you can see the form is mostly blank. Discuss the M the printed entries, then fill out others together. The idea is to encourage the mother to identify the concept behind an activity and to think about activities of her own that would stress these concepts to the child. What can you do with vacuuming, putting toys away?

For mid-month telephone call, be sure to inquire about helping activities and their conversion into concept learning experiences. Note the blank page on the form. It is for anecdotes.

(cont.)

5/2/73

Play #30 (cont.)

3. Toy Set: What choices do children make and why? Observe C,noting on the form the "toy" C choses and what he does with it. What toys does C prefer; what does he do with them? Are C's preferences stable? Ask M to use the Play description sheet several times during the month in order to look at the stability of toy and activity preferences. Go back to previous observations. Which toys/activities does M prefer? Which would she think father would prefer? Ask her to do an observation (using the play description form) of father's preferences when he plays with C. Any similarities?

4. Organization of the home: Pull out old "Yes-No"form. Have "Yes-No" rules changed? Note changes (new play spaces, new prohibitions, etc.) on a new form.

5. Mid-month phone call: don't forget to go over "Learning through helping". Use anecdotes to provoke discussion of what C might have learned from experience.

6. Feel out M's feelings about the program. Is she sorry that it is almost over? Does she think she will continue to use the baby book? Are there any materials (forms, toys, etc.) she would like to have? You might also ask her about assessments. How did she feel about them?

PLAY

Helping Activities

	How well Does C Do It?	Does C Like It?
1. Meal Time		
Setting table		
Clearing table		
Wiping spills		
Sweeping crumbs		
Other. ____________		
2. Dressing		
socks		
shoes		
hat		
zipper		
buttons		
Other: ____________		
3. Washing		
turns on faucet		
turns off faucet		
hands		
face		
teeth		
Other: ____________		

4. Other helping activities

____

____

PLAY DESCRIPTION SHEET

DATE ____________________ TIME ____________________

TOYS	ACTIVITIES

During this period, which were your child's preferred playthings?

____

____

Which were his/her preferred activities?

____

____

PLAY HOME VISIT #31

Purpose: 1. Review
2. Biology I -- flowers and growing things.
3. Making things smooth.
4. Shapes and patterns.
5. Colors.
6. Picking up playthings.

Materials: Two flowering plants (2 colors -- petunias, marigolds) in individual pots, two empty pots (paper cups), potting soil, seeds, a large bag full of wooden shapes (mix sizes, shapes of "Bits O'Wood" - in play room), a Xeroxed copy of the "Bits O'Wood" instruction sheet, sandpaper, crayons (if possible, colors to match flowers), play dough (colors to match crayons).

Procedure:

1. Review -- Helping: Has M introduced C to new helping activities? Are there activities that C can do with father? Does M find that C's helping is more "work" than "help"? Does M appreciate the possibilities for learning which these activities offer?

Pretending and Construction: Discuss changes in pretend and relational activities. Does C ever play with other children? Is there cooperative make-believe activity?

2. Biology I -- in the kitchen.
   a. Show C the live flowers; pick one, put it in a glass of water.
   b. Fill "pots" with soil. plant seeds, water.
   c. Explain to C that plant will grow from seed, etc.
   d. Suggest to M that watering the plants could be C's job. If family has a yard, M and C might transplant flowering plants.

3. Making things smooth.

Introduce wooden shapes. Explain to M that the forms are splintery. Divide sandpaper and encourage C to join a sandpapering activity. Comment on the shapes; rough edges; demonstrate how the sand paper works.

4. Shapes and Patterns.

Give M the Bits O'Wood suggestion sheet. Suggest that feeling the shapes, building with them, arranging them might be the best "first" activity. What else can M and C do with them? Crayon on them? Glue them on colored paper? Combine with clay? Explain to M that we are not sure whether "Bits O'Wood" is a good material for children of this age. We would like to know what she and her child do with it, and what other materials can be used to enrich it.

5. Colors.

Try to match colors -- crayons, play dough, flowers. Draw the child's attention to the colors. Match colors to other things in the room.

5/31/73

(cont.)

Play Home Visit #31 (cont.),

6. Picking up playthings.
   Encourage C to pick up materials. Participate with C (can't just order him to do it). Suggest to M that picking up can be part of a mother-child play time. Children learn from modelling others; chores done together can be fun.

7. Mid-month phone call.
   Are the flowers growing?
   Did the "Bits O'Wood" work out?

5/31/73

PLAY HOME VISIT #32

Purpose:

1. Review of the program.
2. Favorite toys.
3. The future.

Materials:

A selection of the child's own favorite home playthings, Play Observation form, a sample copy of "The Open Home."

Procedure:

1. Play observation -- "as if" this were the first home visit. HV and M observe how C uses materials. Record on play observation form.

2. Reminisce.

a. About C. How did C play at 12 months, 13 months, etc. What were the neatest activities? Were there any terrible times?

B. About the program. How did M feel about the program when it first started? What were its best parts? What were its worst parts? Any suggestions for doing it better?

3. The future.

a. Tell M she will receive a gift subscription to "The Open Home" which is a home-based educational program for preschool children. Show M the sample copy -- discuss some of the activities.

b. Tell M that we hope to be able to see them again -- perhaps in a year.

c. Discuss the assessments and your last visit which will be after the assessments.

FAREWELL

When you thank M for her participation tell her we will send her results. Warn her that it will be at least one year (for Wave I, two years) before they are available. So if she does not hear from us for awhile, she shouldn't give up.

5/31/73

ADDENDUM: (to all Visits #32) -

Post-assessment, make a final visit, Visit #33, a kind of interpersonal farewell to your mothers and babies.

The visit will be brief, perhaps one-half hour, and can be used to deliver final bonds, chat with M about the project's termination and maybe, if need felt, to discuss the assessment just completed.

This may be a good opportunity, if you haven't already done so, to tell M about "The Open Home" gift and discuss, using a sample copy, means this gift might offer for enriching her child's learning opportunities as he changes and grows.

6/15/73

THE SOCIAL CURRICULUM

AIM

To foster in the child and his mother attitudes toward each other and toward other people that are aware, open, interested, respectful, sensitive and responsive; to enhance their abilities to work and play together and to enjoy social interaction with each other and with other human beings; and to assist the child's development of satisfying long-term social relationships.

PRINCIPLES

1. Self-Esteem

To increase the self esteem of mother and child by emphasizing the mother's status as a respected, valuable and unique human being, as a collaborator and fellow investigator, as an important decision maker, and as a major force in the life of her child, and by providing opportunities for the mother to come to appreciate the uniqueness and value of her child.

2. Sensitivity

To increase the mother's sensitivity to her child's social signals and to enhance her ability to interpret his expressive behaviors.

3. Responsiveness

To encourage the mother to respond immediately, contingently, and consistently to her child's expressive behaviors, thus fostering development of the child's sense of control over the social environment.

4. Joy

To suggest or set up situations in which the mother is likely to experience joy and delight in her child, and to encourage her free expression of these positive emotions.

5. Social Stimulation

To provide mother and child with playful and stimulating social activities and experience.

6. Control and Management

To teach the mother how children's desirable social behaviors can be augumented and undesirable behaviors diminished by processes such as modelling and reinforcement rather than punishment and directiveness, thus fostering development of the mother's sense of control and effectance, and decreasing her use of negative disciplinary techniques.

7. Knowledge

To give the mother information about various aspects of children's social development.

The Social Curriculum (cont.)

OPERATIONAL STRATEGIES

1. Social Activities - Fun and Games
   Activities involving songs, games, poetry, stories, outings, toys, and so on, which provide social stimulation for mother and child.

2. Observation Exercises
   Exercises designed to increase the mother's observantness, sensitivity, awareness of her own and the child's behaviors.

3. Discussion
   Talking with the mother about various social development themes of topics in as concrete, simple and specific a way as possible, usually focussed on the child's ongoing or recent activities.

4. Demonstration/Illustration
   Demonstration by the home visitor of games, disciplinary techniques, appropriate behaviors, etc. or illustrations with behavioral examples, films or tapes.

5. Baby Book
   Materials brought each week to be put in folder, including observation exercise forms, developmental charts, poems, stories, baby day records, photos of the child and his family, and articles to supplement discussions. Provides a record of the child's development and of the curriculum.

6. Social Group
   Mothers and children in the social program meet together for social activities and observation opportunities.

9/27/72
Social

SOCIAL CURRICULUM INTERVENTION

Curriculum Overview

- Home Visit 1
- Home Visit 2
  - Poem-Recognition
  - Imitation form
- Home Visit 3
  - "How to Play With Your Baby"
- Home Visit 4
  - Developmental Milestones
  - Toddler Chart
  - Babies Make the Best Teachers
  - Observation of ____'s Social Interaction
- Home Visit 5
  - An Ideal 4-Year-Old
  - Baby Day Record
  - Obs. of ___'s Behaviors Related to Social Goals
- Home Visit 6
- Home Visit 7
  - Non Verbal Communication
  - How Can You Tell?
  - Ways of Communicating with Children
  - Communication-Observation Exercise
  - Make a Face
- Home Visit 8
  - Expression of Emotion
  - Anger
  - How Does Your Child Tell You?
  - How Would You Like Your Child to Tell You
  - What Might These Behaviors Indicate?
  - Observation of Emotional Expressions
  - Crying--A Child's View
  - Goodenough: Emotions in Infancy (copy of movie script)
- Home Visit 9
  - ____Wants to Play
  - Responding to Smiling & Vocalizing
  - Behavior Sequence
- Home Visit 10
  - What Kind of Person is____
  - The Uniqueness of_____
  - Children's Songs from Other Lands
- Home Visit 11
  - The Masks Men Wear
  - Observation of C's Reaction to Maternal Changes
  - Copying Mommy & Daddy
- Home Visit 12
- Home Visit 13
  - Chimps & Self-Concept
  - Taking Steps
  - _____Discovers Who He Is
  - Learns About His Body
- Home Visit 14
  - Behavior Sequences
- Home Visit 15
  - Social Experiences in the Past Week
  - Observation of ____'s Interaction with Another Person
  - Milestones in the Development of Social Relationships
  - Behavior Sequences
- Home Visit 16
  - Social Diary
  - New Words, New Friends
  - Baby Day Record
  - The Pleasures of Being a Parent
  - List of Social Activities
  - Xeroxed Rhymes
- Home Visit 17
  - Words Child Understands
  - 2 Action Songs
  - Music & Games, Toy Probe #3
- Home Visit 18
  - Social Rules to be Taught
  - Behavior in Different Situations
  - Social Rules list
  - Xeroxed: Eyeball to Eyeball; Social Rules Concerning Looking; Social Rules Concerning Interpersonal Distance; Art Linkletter; Voice Volume

Home Visit 19
- Little Chores
- Restraints
- Xeroxed: Encouraging Independence; Independence, Responsibility & Identity; Behaviors Related to C's Developing Independence; Will Your Child Be A Conformist?

Home Visit 20
- Play-oriented Child Initiated Interactions
- Xeroxed: Nursery Rhymes

Home Visit 21
- Observation of ___'s Play with Another Child
- Making Friends (Spock)
- Pro-Social Behaviors

Home Visit 22
- Observation of Anti-Social Behaviors
- Sibling Rivalry
- Violence
- Baby Day Record

Home Visit 23
- Why Aggression
- ___Pretends
- Should Girls Be Raised Exactly Like Boys?
- What Are Girls?
- Little Boy Blues
- A Father's Role

Home Visit 24
- Xeroxed: Creative Discipline That Works; Can You Teach a Dolphin to Type? Discipline Through Self-Regulation; What to do About Discipline?; From Birth to Teenage.

Home Visit 25
- More Fun Things to Do
- Xeroxed: Activity Packet
- Social Diary

Home Visit 26
- Xeroxed; Emotional Expressions; How Much Affection Should You Show Your Children; Feelings & Actions; Negativism; This Face is Happy
- ____Gets Angry
- Physical Affection

Home Visit 27
- Baby Day Record

Home Visit 28
- Xeroxed: Normal Fears; The Dangers of Hiding the Truth from Children; Things That Go Bump; All About Witches, Ogres; A Voyage to Brobdingnag; Helping the Child Overcome His Fears
- ___Is Afraid
- Frequent Fears

Home Visit 29
- Xeroxed: Building a Conscience
- ____Shows Self-Control

Home Visit 30
- Observation of ___'s Play With Another Child

Home Visit 31
- Social Development Issues
- Social Developments

Home Visit 32
- Margaret Mead Answers
- Classroom Inventory
- A Complete Guide to Setting Up a Play Group for Preschoolers
- The New Look in Nursery Schools
- Choosing a Preschool

SOCIAL VISIT #1 (Groups 2 and 3)

Theme: The value and enjoyment of social games and activities.

Purposes: 1. To begin to establish a friendly relationship with mother and child.

2. To observe, discuss, demonstrate and enjoy some social games with mother and child.

3. To start the M thinking about the value of such activities for the C's social development.

Equipment: Scarf, mirror, sunglasses, paper with holes*, plain paper*, scissors, cellophane*, paper bag*, paper pieplate mask*, plain paper pieplate*, folder*.
*To be left in the home for M and C to play with.

Procedure:

1. It may be a good idea to begin all social visits with an informal chat with the M, inquiring about routine matters like health and activities or about mutual interests since you last visited. Never make this seem like a "check-up", however, and never force it if the M doesn't seem eager to talk. In general, it's a time to talk about extra-curricular things; this week, perhaps the M will want to comment about the assessment visits, or query you further concerning the project or the social program or you may wish to comment on the weather, the child's appearance, your feelings of anxiety, or whatever.

2. Introduce the theme of the visit--the value and enjoyment of social games and activities--with some preamble such as the following. The C learns and develops socially through playing games and engaging in social activities--by having fun with people. A person shows the child that he or she loves him by playing with him. When the child knows he is loved and accepted, he feels secure and free to explore further relationships with people. When the child enjoys loving and playful social interaction with his mother he learns to trust and value other people and to enjoy interacting with them. He comes to expect social interactions with new people--such as the home visitor--to be fun. He sees that his parents and other people are happy and pleased with him and so he forms a positive self-concept (Has high self-esteem, thinks of himself as a"good" person). It is valuable for parents to find out what kinds of activity turn the child on and for them to play these games or enjoy these activities as often as possible.

3. After introducing this theme, try to get the mother to talk a little about games and social activities for her child. The following questions may be used to guide the discussion, but should be an ongoing discussion rather than presented as a series of questions by home visitor and answers by mother. [In any discussions with the mother you want to aim for a position which is neither than of "teacher" (you do all the talking and make it seem like a lesson) nor that of "social worker" (prying, interviewing, interrogating). Think of yourself as a friend and a fellow student of child development and approach discussions accordingly.]

Social #1 (cont.):

Does child enjoy games and social activities?
Which does he enjoy most?
With whom?
Who does he ever get a chance to play with?
When? When does he enjoy playing?
Are there times he doesn't want to play?
Which social activities with the Child does M enjoy most?
When do M and C get a chance to play together?
Do they play during caretaking (dressing, diapering, feeding), while M is doing housework (laundry, vacuuming), or does M make time apart for playing?

4. During or following the preceding discussion, ask the M for a specific example (or examples) of playful activities she and C both enjoy, and ask them to play it then so you can share in it too [Make sure M understands you are not just talking about conventional games--but about any shared activity that is performed just for fun.] If the C is friendly toward you, you may see if you can actively join in the game. This is something you will have to play by ear. Be very cautious about approaching the child, especially during these first few visits--and never force your attentions on him if he appears unwilling.

5. After this "natural" M-C game, tell the M that one of the aspects of the social program will be that you will often be bringing suggestions for games and activities for M and C to play during the week and also for all three of you to play during the visit. This gives the C an opportunity to get experience in playing with people outside his immediate family, which strengthens his positive expectations about new people and reinfo-ces his positive self-concept. Today you have brought suggestions for elaborations of two common kinds of games: peek-a-boo, and knee-bouncing games.

Start with peek-a-boo, which, you might mention, is a good game for teaching the baby that people (especially the mother) are "stable"--when they disappear, they will appear again--and for giving him lots of exposure to mother's face--especially her eyes and smile--which is an important basis for forming relationships with people.

M and C have probably played some form of peek-a-boo before; your contribution will be to demonstrate how even such a simple game can be endlessly elaborated to make it more complicated and a source of enjoyment for a longer time. If possible, get the game started as M and C usually play it, then go into variations. Elaborations may entail varied (a) verbal components: Where's____? I see you! Hi___! ____'s all gone, etc. (b) novel props: scarf, mirror, hands, pie-plate mask, sunglasses, paper with holes, cellophane, paper bag. Let M participate by making another mask with the plain pie plate and paper cut-out with the plain paper--either during the visit or during the next week. Ask her to add suggestions for any other variations she may think of--either right then, or during the next week. (c) activities: cover M's head, cover C's head, cover your head, look at C upside down--through your legs or his.

While you are playing this or any other game, always talk to M about C's ongoing behaviors and expressions. Try to be responsive to his signals (you should be a model of the responsive playmate). If you are in doubt about what his behaviors mean, ask the M to interpret.

Social #1 (cont.):

Suggest to M that she might be able to think up variations for "stale" games she and C have enjoyed in the past. If possible, together think of one or two variations for the natural game she and C demonstrated earlier.

6. After peek-a-boo (but not the child) is exhausted, suggest that another kind of game that is fun is a physical game--clapping, bouncing, tickling, etc. These games are important, especially with young children, because they provide enjoyment in the context of physical contact. Physical contact is the earlieast way the child learns he is safe, secure and loved. Recall that holding a newborn infant often stops his crying. By the time the child is a year old, however, just holding--although he may seek it in times of stress, is not too much fun. To make it fun, you can add variations such as bouncing, singing, talking, rhyming, etc. Today you have brought along some examples of knee-bouncing rhymes and songs. Try them out. Probably C will prefer his M's lap, so let him sit there while both of you sing or say the rhymes. As M if she knows any other "horsie"-type games; whether she and C and his father ever play them.

Put the rhymes in the baby book. Tell M that she will be getting something every week for the baby book--which will remind her of the visit or provide her with a record of the C's social development.

7. Suggest to M that during the next week she might like to think about all the different kinds of social activity which are socially stimulating for the child, and keep a record of which of these games and activities the child participated in. Introduce the notion of "homework:--describing it as something which will involve her further in the topic or activities of each visit. These forms, too will be kept in the baby book. If she ever finds herself too busy or unable to fill out the forms during the week, suggest that it would still be valuable for her to think about or try out the suggested activity anyway. Show her the Children's Games form; fill in child's name in the blanks; explain how to fill it out; put it in the baby book folder.

8. Always tell the M how much you have enjoyed the visit. Always be warm, supportive, encouraging, friendly. Always tell her you're looking forward to the next visit, and (if you know) what it will be about. Next week's curriculum is going to be on imitation (another way by which children learn about people).

SOCIAL VISIT #2 (Groups 2 and 3)

Theme: A child learns by imitation.

Purposes:

1. To continue to develop a friendly relationship with mother and child.

2. To demonstrate child's imitation of sounds and actions.

3. To point out to M her importance in the child's social development as she provides his most important model.

Equipment:

Imitation Cards (photographs of toys and objects mounted on cardbook), tape recorder and tape of action songs.

Procedure:

1. Go over last week's homework; record of games and activities. If M has not filled out form, see if she can remember some games or activities and talk about them. Find out how she and C used and enjoyed the knee-bouncing rhymes. Discuss the variety of possible forms of social activity between M and C: involving caretaking, physical activity, songs, rhymes, music, physical contact, visual contact, eating, etc. Reiterate your position that the child's social development -- his learning to like and relate to other people -- depends to a great extent on "people-stimulation." Most frequently at this age, this stimulation is provided by the mother, and one very important means of stimulation is games and enjoyable shared activities. Ask the mother, if she can, to set aside some short time each day for playing with the child in ways that they both enjoy. Mention, also, that it is often possible to incorporate such "playfulness" into otherwise routine or even unpleasant activities such as feeding, dressing, diapering. For the child's social development we believe it is essential that he learn that people and life-can be enjoyable.

2. Suggest to the mother that another way the child learns about his social world is by imitating people -- their actions, and the sounds they make. (Read together the poem "Recognition" and leave with M for Baby Book). Ask whether she has observed her child imitating her or other members of the family. What has he imitated? Who has he imitated? Discuss examples. At this age, imitation is one way a child can start an interaction with an adult - a more acceptable substitute for physical contact.

3. During this visit you and M will try to find out how much the child imitates, and whether he will imitate his mother more readily than he will imitate you. First, see if he will imitate sounds. Use the picture cards to stimulate imitation of words. Do not be constrained by the suggestions that are printed on the cards - use a variety of words or

sounds (one at a time) to describe the pictures which get the child's attention. Do not stop there. If the C is interested in imitating sounds, try growling like a bear, roaring like a lion, barking like a dog, etc. If the C imitates M but not you, make point about how important mother is as a model. If imitates both, point is importance of people as models. If does not imitate yet, propose that imitation becomes a game at different ages for different children, and that this is something for M to watch for in near future (not to worry, now).

4. Next - see if C will imitate actions. A tape of "action songs" has been compiled. Please do not feel compelled to go through the whole thing. Listen to it a couple of times before the visit and get familar with songs and possible actions (list attached). During visit be selective and responsive to C's interest. Sing and play together, all 3 of you, only as long as it's enjoyable. You and M describe any imitations that you observe the C make (vocal or gestural).

5. Now, for a change of pace, during the next 5 minutes or so see what happens when you and M imitate the child's behaviors and vocalizations. This should be fun -- if C catches on -- and demonstrates how imitation, as well as being an important method of learning for c, also can fall into category of social games and enjoyable social activities -- as can any interaction. Also demonstrates that imitation has value (for adult or C) because it fosters adult-child interaction -- it's an attention getter.

6. For homework, ask M to keep a record of C's imitation during next week (form attached). Suggest that this record should include both natural spontaneous occurrences and deliberatеly solicited ones.

Social (r)
10/18/72

CHILDREN'S IMITATION

Diary of _____________'s imitations during week of _________to____________.

Imitation is one of the most important ways the child learns about other people and about his own capacities, and also it is a new way for him to attract attention and start an interaction with a person.

	What did the child imitate?	Whom did he imitate?	How often was this sound or behavior imitated?	Did you *try* to get him to imitate it?
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

DEVELOPMENTAL MILESTONES

Born ____________ ____________ ____________
date time weight

Named ______________________________

Milestones in Motor Development

sat alone ____________
grasped an object ____________
began creeping ____________
took first step ____________
walked alone ____________
ran ____________
jumped ____________
climbed ____________

Milestones in Language Development

responded to name ____________
understood some words ____________
imitated wounds ____________
first word ____________
said "ma ma" ____________
said "dada" ____________
said "hi" ____________
named an object ____________
said "no" ____________
made a two-word sentence ____________

Milestones in Social Development

smiled at a person ____________
recognized mother ____________
laughed at baby in mirror ____________
cried when mother left room ____________
didn't like strangers ____________
imitated mother's actions ____________
played social game ____________
inititiated contact with another child ____________
played with another child ____________
realized boys and girls are different ____________
had a "friend" ____________

Milestones in Physical Development

first tooth ____________
drank from a cup ____________
ate by himself with a spoon ____________
____
stopped needing diaper ____________
first hair cut ____________

Milestones in Play with Objects

shook a rattle ____________
repeatedly banged object to make a noise ____________
threw ball ____________
pulled pull-toy ____________
pretended to drink from cup ____________
built with blocks ____________
"drove" a car ____________
rode a bicycle ____________
combed doll's hair ____________
first shared toy ____________

Milestones in the Development of Social Relationships

Who? When?

Differentiated people from objects ______ ______

Recognized mother ______

Cried when mother left ______

Appeared wary of a stranger ______ ______

Was fearful of stranger ______

Laughed at baby in mirror ______

Imitated another person ______

Enjoyed an audience ______

Repeated activity laughed at ______

Played peek-a-boo and I'm gonna
get you ______

Initiated play with mother ______

Played "give and take" ______

Liked to please other people ______ ______

Played with an adult ______

Played beside another child ______

Shared a toy with another child ______ ______

Demanded things of other people ______

Initiated play with another child ______

Cooperated with another person ______ ______

Played with another child ______

First "friendship" with
another child ______

Social #15
1/29/73

Observation of _____________'s interaction with another person

Behavior	Child (check each time	Other person behavior occurs)
Shares		
Gives		
Shows		
Takes		
Plays with same toy		
Does same activity		
Looks at		
Touches		
Embraces		
Hits		
Smiles at		
Talks to		
Imitates		
Frets or cries		
Avoids		
Approaches		

Length of time observed_____________minutes.

Social #15
1/29/73

SOCIAL VISIT #3 (Groups 2 & 3)

Theme: The importance of the child's attachment to the mother.

Purposes: 1. To observe and talk about the child's relationship with his mother as the "keystone" of his social development.

2. To demonstrate or discuss some factors which influence the formation and exhibition of this bond.

Equipment: Tape recorder; wind-up robot: "How to Play with Your Baby" book: and blank tape.

Procedure:

1. Last week's homework: Try to work this into a friendly discussion about events of the last week.

2. Introduce the subject of the child's attachment to his mother by first demonstrating his reactions when his M leaves him and returns. Use sheet attached for recording your observations; tape record sequence. When you have gone through the sequence, look at the form and play back the tape with the M. Talk about how the child has developed by now into a person who recognizes his M as special- and is especially "attached" to her- he misses her when she is gone, he looks for her, perhaps he even cries: he goes to her when she returns or looks at her and smiles. To contrast his behavior toward his M with his behavior toward a relative stranger (you), go through a parallel procedure (form attached), again tape recording, now asking M to be the observer. Reiterate observation that C feels special toward M. If C did not display any of these "attachment behaviors" toward the M during the demonstration, then suggest to the M that he undoubtedly will (and should) and that she should be looking for such behaviors to increase.

3. Talk about M's observations of this phenomenon of "attachment" during usual daily activities. Does B prefer her to do things with or for him during (feeding, dressing, playing)? Does he run to her when he is afraid? tired? hungry?

Does he object when she leaves him with other people?
Does he calm down when she returns- or when she holds him?
When does he want her most? With whom can she leave him?
When did she notice B first felt this way toward her?
Is the feeling increasing?
How does it compare with C's feelings toward other people?
Does M know other children who behave like hers (or different from him)?
(These questions are a guide only-your discussion should flow as naturally as possible, covering the following points:

Between ages of 9-18 months, children usually become "attached" to their mothers: they will be satisfied only by their mother's presence, especially when they are anxious (left alone) afraid (stranger approaches), hungry, tired, sick, uncomfortable,etc. The peak of frequency of these behaviors should be occurring just about now. Along with wanting M, children at this age often (not always) "reject" advances of strangers. (Those of you who have experienced such rejection from your Bs should bring this up as an example). Later, the C will become more independent.

In more psychological jargon, you will be discussing situations which elicit attachment; age changes, individual differences in attachment, separation effects. I am leaving some articles relevant to these topics on the shelves in Rm. 205. Try to get a chance to at least read through some of them before your visit.

4. Suggest to M that the relationship the C forms with his M is fundamental to all further social development. This is the C's first love relationship. A continuous relationship with a single loving person (who is usually the M) is absolutely necessary as a first step in the child"s social development. Consequently during the first several months of this program you will be focussing on ways to foster the childs social relationship with his mother, since this is expecially important at this age.

Children who are brought up in institutions do not develop well socially compared with children raised at home who have a happy and satisfying relationship with their mothers. They have only the most sluggish interest in humans around them. The child must have a human representative who is associated with satisfaction, pleasure, and protection, so the child will be attracted to explore the world and so he can generalise to future potential social relationships. Moreover, it is through his relationship with this consistent caretaker (his M) that a child learns trust. His mother should provide security- she can be a secure base from which he can venture forth to explore the world, which is always available so he can return periodically for reassurance, expecially when the world becomes threatening or he becomes anxious or tired..

5. Demonstrate the C's use of M as a secure base:

Place the new (robot) for him to explore on the other side of room from M (wind it up and leave it). See if he will leave her to play with toy. See how long he will play with it alone before returning to M. Continue to talk to M about attachment and the child's social behaviors while this is going on. Perhaps ask M to leave room for a few minutes while C is involved with toy, in order to demonstrate that toys delay the infant's following. Contrast with his earlier reaction when she left the room. (If the C brings the toy to you or M and indicates he wants it wound up again-be sure to be responsive to his desires). Children differ in the intensity of social behaviors toward their M's. Some like to stay close to M and hold on to her, while others are willing to explore more independently. But in a good relationship between M and C, the C can use his M as a secure base.

6. Suggest to M that the C's attachment to her and his ability to use her as a secure base is a very important stage in his social development. One way that the mother can foster this stage is to play with the baby, as you indicated in Visit 1. At this visit you will leave her, as a gift, the book "How to Play With Your Baby." Although the C is already 13 months old suggest that she can read through the materials for younger ages too- the ages are only a very rough guide and M should not feel constrained by them. Please point out that active social play is only one way of fostering the

(cont.)

C's social development, and it probably is important not to "overstimulate" him with play- so she shouldn't go through whole book at once. (Daneen, especially, emphasize this point). M should play with C only when he seems to welcome and enjoy it and probably not for stretches of more than half an hour. Children should never be forced to play or it's no longer "play."

However, although she can't always be actively playing with him, the M can stimulate the C's social development in other ways. These ways will be dealt with in detail in subsequent visits. For now, mention that 2 ways of stimulating the C are looking at the child frequently (visual stimulation) and talking to him a lot (not demanding, directing, or "teaching") just social conversation- even perhaps just sounds, like the imitation stuff last week.

7. Leave homework exercises- a) so M can find out more about the C's attachment to her, b) to remind her to be socially stimulating. Go over them; explain them and their purposes. We haven't asked M to keep a record of how much she looks at the baby- that would be too hard- but ask her to think about it too, during the week. Leave her article on separation. (Xeroxed).

SOCIAL VISIT #4 (Groups 2 & 3)

Theme: The importance of a mother's observation of her child's behaviors.

Purposes:

1. To show the mother how she can learn a lot about her child by observing his behaviors.

2. To emphasize the importance of such observation.

Equipment:

A selection of 3 or 4 toys from the social visit shelf; camera.

Forms: Developmental Milestones; Babies Make the Best Teachers; Ovservation of _________'s Social Interaction with _______(4 copies); Toddler Chart (if available - i.e. on shelf).

Procedure: Prior to this visit, telephone M and suggest that she may if she wishes, have a friend or relative over during the visit.

1. Go over last week's homework exercises on child's attachment and mother's social stimulation, and discuss M's reaction to article "When Mother Goes Away." Reiterate themes from last week.

2. Present theme for this visit. Suggest that M's ability and willinness to observe her child's behaviors and changes in his behaviors are essential in a good mother-child relationship -- because (1) this is how M gets to know her child and only by knowing him can she provide what he needs and (2) the M is the B's main source of appreciation and only by being appreciated by people will C develop socially. We have already given M some opportunities to observe particular behaviors; in future we will provide many more opportunities which we hope she will take advantage of. This is also the reason that we suggest that the M keep records, so she will be able to see clearly developmental trends and behavioral changes in the B. It is important that M observe, be aware of, be sensitive to both the C's minute-to-minute behaviors and his long-term developmental characteristics and changes.

3. Give the C the toys you have brought, and while he plays with them and possibly with another visitor or with you and M, you and M observe and describe aloud his ongoing activities. Focus on his social behaviors rather than on what he does with the toys (play) - i.e. looking at people, vocalizing, smiling, touching, approaching, giving and talking, expressive behaviors.

Suggest to M that she uses different senses in observing or learning about her child — not just looking. Q: "What else?" A: "Listening, touching, (e.g. fever), even sometimes smelling (e.g. diaper, illness). Talk about when each of these senses is most useful.

Try eliminating each of these senses in turn and then observing C. What kind of information is lost when you close eyes? Cover ears? Both? (touch and smell only).

Social #4 (Groups 2 & 3) cont.:

4. While C is still playing (preferably with another adult) you and M fill out one observation form (Children's Social Interactions) for 10-15 minutes. Try to convey the idea that social interactions consist of chains of reciprocal adult-child behaviors; that the adult (and child) are continually making and acting on hypotheses about what's going on, bases on their observations of the other's responses and expressions. Look at relative frequencies of different kinds of behavior, for adult and for child. Point out diversity of C's behaviors and range of expressions possible even preverbally (this is a topic which will receive more attention at a later visit). Talk about speed of sequences of behavior. Leave 3 of these forms for M to fill out during week; 2 of them with another adult (e.f.F) and one with her. Also leave article "Babies are the Best Teachers." You may want to go over this article during visit.

5. You have presented the theme of observation of immediate behaviors, now use the Developmental Milestones sheet and, if available, the Toddler Chart (which will be left as a gift), to introduce the importance of observation of long-term developmental changes. It is important that Ms respond to or stimulate children on levels appropriate for C's individual abilities. Although children's development is roughly determined by age, there are very noticeable individual differences in the rate of development. The only way M can keep in tune with her C's developing abilities and consequently respond appropriately is to play the observer role.

Fill out Developmental Milestones as far as possible (fill in ages in blanks). Leave it in Baby Book, with suggestion that M look at it every now and then to keep C's development in mind. Take a picture or two for Baby Book record at this time, too. Encourage M to add to Developmental Milestones any other developments that she thinks are significant. Leave a blank page for this purpose or use the page on which you have mounted the picture(s).

6. Remind M of "homework"--observations, milestones, (reading).

Social (r)
10/31/72

SOCIAL VISIT #5

Theme: Social goals.

Purposes:

1. To talk with M about her social goals for the child (the end-point of this curriculum).

2. To practice observing the child on a somewhat more abstract and and general level than last week.

3. To play socially with the child using toys.

Equipment:

Doll, stuffed animal, puzzle, 2 puppets, food (cookies, donuts, or whatever you fancy).

Forms:

An Ideal Four-Year Old; Observation of ______'s Behaviors Related to Social Goals; Baby Day Record.

Procedure:

1. Go over last week's homework (Social Interaction Observations; Developmental Milestones; Babies Make the Best Teachers). Reiterate importance of Observation; mention that she will have opportunity to observe at a somewhat different level during this visit.

2. Introduce topic for this visit by asking M if she has thought about what she would like her child to be like when he is two, or four, a teenager or an adult? Discuss her ideas. Perhaps one way of thinking about these social goals is to think of a particular person (or persons) she would like him to be like (possibly herself, her mother, the child's father, a friend, etc.) - or not be like -and then talk about their characteristics. Don't be afraid to share your ideas and opinions about your social goals for yourself (or your children). Stress that talking about and setting social goals is an entirely individual and personal matter. There are not "right" or "wrong" goals. But you wish to find out from M what her ideas are so you can gear this program as much as possible toward achieving her goals for the C's social development. The mother is probably the central "goal setter" for the child and it is valuable for her, as well as for you, to think about and articulate just what her goals are.

3. After this general discussion, go to the form "An Ideal 4-year old." This represents a series of rating scales. Help M fill it out to illustrate what she thinks are important characteristics of a 4-year old child the same sex as hers. These then should represent some of her social goals for her 1-year old. Add others to the list if they occurred in your discussion.

Social #5 (cont.)

4/5 (May be done concurrently or sequentially).

4. Play with M and B using toys you have brought. Be sociable - socially stimulating and responsive. (Mention that toys and food can be important media of social interaction). Have food together.

5. Answer questions on "Observation" form based on this play session (supplemented wherever possible by M's generalizations about C's behaviors when you aren't there).

6. Relate observation of behaviors to M's proposed "ideal" four-year old. Note the directions needed for discrepancies to diminish. Suggest that these can be worked on in the program. As much as possible point out behaviors which show the beginnings of the social characteristics which the M considers desirable.

7. Leave Baby Day Record for homework, Next week will be "Review Week."

AN "IDEAL" FOUR-YEAR-OLD

Cooperative	Competitive
Aggressive	Submissive
A "real boy"	Completely feminine
Obedient, conformist	Individualistic
Outgoing, friendly	Shy, withdrawy
Expresses affection	Cool
Impetuous	Controlled
Socially responsive	Not concerned with people
Dependent	Independent
Self-sacrificing, generous	Selfish

Other

OBSERVATION OF __________'S BEHAVIORS THAT ARE RELATED TO

SOCIAL GOALS

COOPERATION/COMPETITION

Does B cooperate with HV, M/ Help HV or M put puzzle together, play ball, play with doll, when M or HV suggests or demonstrates? Does he compete with HV for M's attention--e.g., when they are talking, eating?

AGGRESSION/SUBMISSION

Is he aggressive? Does he hit, push, demand own way? If you take away a toy does he try to get it back?

OBEDIENCE/INDIVIDUALISM

Does he usually obey instructions that he understands? Or does he always seem to do his own thing?

OUTGOING/SHYNESS

Does he initiate approach to HV? Does he look at HV? Play with her?

EXPRESSIVE/NON-EXPRESSIVE

Does he express affection to HV--by smiling, touching, hugging, etc.

IMPETUOSITY/CONTROL

Does he fling toys? Food? Run from one place to another? Seem to change activities often?

RESPONSIVENESS

When HV looks, smiles, plays with C, does he respond? How enthusiastically?

____

____

DEPENDENCY

Is he dependent on M? Does he stay near her all the time? Cling to her? Hold onto her? Protest or follow when she leaves? Or does he explore on his own (new toys, for example).______________________________________

____

GENEROSITY

Does C offer or give M or HV toy, object, or food?________________________

If asked to give, does he?____

SOCIAL VISIT #6

Theme and Purpose: Review of mother's importance in child's social development.

Equipment/Forms: Any of equipment from visits 1-5-- especially things that were missed or that were expecially effective.

NB: Bring back Baby Day Record to record data- return on next visit.
(See "homework" below)

Procedure:

If you have missed any visits thus far, this visit provides an opportunity for you to make them up. In addition, you should use this visit to review with the mother the content of visits 1- 5. The "tie that binds" these first 5 visits is the focus on the mother's importance in her child's social development. In particular; the mother provides stimulation and social play; and she is the child's most salient social model (imitation); she provides an opportunity for the child to form a social attachment with a single, continuous care giver: she is an observer of the child's behaviors and development; she sets social goals for the child. Try to get the mother to realize this theme, and its various aspects.

As a guide for your review, use the Baby Day Record which M has filled out during previous week (perhaps a phone call to remind her would be advantageous), and go through the materials collected in the Baby Book. Illustrate by playing with B, observing him. etc.

You may wish to talk about how the child has developed socially even since you first started visiting, and be sure to praise M's attempts so far.

For homework, ask M if there is any exercise she felt was especially valuable and ask her if she would like to do another of them this week. (Take along sample of each form M has used to date).

Social (r)
11/8/72

SOCIAL VISIT #7

Theme: Social communication: How mother tells child what she wants and feels.

Purposes: 1. To discuss and experience various non-verbal means of communication.

2. To sensitize M to what her behaviors communicate to her child, and perhaps how she might communicate more effectively.

Equipment: Several cookies, a book, some blocks, a couple of small trucks or cars; a pack of "Body Talk" cards to leave for one week.

Forms: "Nonverbal Communication" (Xerox, 3 pages), "How Can You Tell?", "Ways of Communicating with Children", "Communication-Observation Exercise", "Make a Face."

Procedure:

1. Introduce theme for this visit by pointing out that the child's social development entails two processes: that of effectively communicating his desires to other people, and that of learning to interpret what other people's behaviors are expressing about their desires and feelings. These processes we call social communication, and they will provide the focus for the next set of (5) visits. To illustrate what social communication means, go through the "How Can You Tell?" form with M, including verbal and nonverbal ways of communicating. Point out that expressive behaviors such as you have described require interpretations which child must learn if he is to develop effectively and socially. Since the mother is the person with whom the child spends the most time interacting, it follows that she provides the best opportunity for the child to learn how to communicate and how to interpret expressive behaviors. The child imitates directly the M's communicative behaviors, and also he generalizes to other people on the basis of the nature of his interaction with her = he expects other people will behave like his mother.

2. Social communication occurs through verbal and non-verbal means. For young children who cannot talk yet, nonverbal means are especially important. These provide the theme for today's visit. Nonverbal communication includes:

a) Facial expressions: Facial expressions clearly communicate emotions - fear, disgust, anger, sorrow, joy, hilarity, etc. Look at the Xerox of "This face looks...." and fill in emotional labels. There is no right or wrong answer but you and M will probably agree about the general types of emotion displayed by these simple line drawings.

b) Conventional gestures: Hi, bye, beckoning, kissing, holding nose, etc. Does M use any of these with C; does he seem to understand their meaning?

c) Body postures and movements: Lying down, head in hands, sprawling in chair, holding body rigid, nervous pacing, etc. Read or paraphrase from Xeroxed "Non-verbal Communication - Bodies" for further examples.

11/22/72 (cont.)

Social #7 (r) - (cont.):

d) Using objects: Threatening with stick, offering or giving gift, feeding, etc.

3. For fun and to illustrate nonverbal communication, you and M try out suggestions on "Make a Face". You may also want to label the emotions expressed or have one or other of you guess the emotion when the other acts it out.

4. Nonverbal behaviors like these usually communicate between adults in our society. They are not necessarily all equally effective in communicating with children however. Some of them children may be born "knowing", others are more complicated and must be learned. One purpose of this visit is for M to find out which of her behaviors are effective communicators for her child. Use "Ways of Communicating with Children" as an outline for discussing what M thinks C understands now. Include verbal and nonverbal communication. If you wish to record the M's responses, do so. Feel free to contribute your own experiences in communicating with children and your observations of the ways mothers communicate with children. If the M finds it difficult to describe her own behaviors, or if you think she is forgetting critical elements of her behavior, suggest that she act out some such attempts at communication.

5. Do the Communication-Observation Exercise to further illustrate how maternal behaviors communicate to child. You and M should each act out behaviors and note the child's reactions.

6. The second page of this exercise gives suggestions for pairs of behaviors that express different, often contradictory, emotions or desires. When you try them out you may be able to observe which modes the child seems to understand better - or he may just be confused. Ask M if she has ever experienced herself giving two messages like this to the child at the same time. The most common is probably when the child does something that is both naughty and funny - and M reacts by laughing at the same time as she is scolding him. Stress that the child will find it very difficult to interpret such conflicting behaviors and that they should be avoided.

7. Finally, give M the "Body Talk" cards and explain the "game." (Cards are dealt; players take turns acting out the emotions on their cards while other players try to label the emotion being expressed; players can use only the mode of communication indicated on the card). Illustrate by "playing" a few cards, then leave cards for week, suggesting that M play game with husband, friends, relatives, etc. Purpose is to increase her awareness of and skill with nonverbal communication techniques.

WAYS OF COMMUNICATING WITH CHILDREN

How does your child know that:

1. You love him?

(positive tone of voice, praise, conversation, social attention, smiling, laughing, hugging, kissing, patting head, giving him food, giving him objects to play with, (esp.) playing with him)

2. You are displeased with his behavior?

(say "no-no", "stop it", "don't", frown, slap, take away object, shake head, shake finger, put him to bed, put him in his room, put him in play pen)

3. You are not feeling well - tired, sick, unhappy, etc.?

(frown, "cry", sigh, moan, lie down, hold head, say "mommy's sick" etc.)

4. You want to play with him?

(pick him up, give him toy, start social game, e.g. peek (hide eyes), show him a book, tickle, bounce, chase, laugh, imitate)

5. You want him to eat up his vegetables?

(show him how you eat them and like them, say "good vegetables, mmmm . . ", make a game of it, look for the pattern on the plate, feed him forcibly, mix them with meat)

6. You are pleased with his behavior?

(smile, hug, kiss, praise, give him a reward, nod head, imitate the behavior)

7. You want to be close to him (physically)?

(go to him, pick him up, hold him on lap, cuddle, hug, smile, kiss, pat, hold out arms to him, look at book or play with toy while he is on lap)

8. You want him to leave you alone?

(say "go away", "I'm busy", give toys to play with instead)

9. You are sorry he got hurt?

(look concerned, come to him, hold him, soothe him, kiss or rub the hurt, say "all better", "that's too bad", "that's a good boy")

5/16/72

COMMUNICATION - OBSERVATION EXERCISE

Single Expressive Behaviors or Consistent Pairs of Behaviors	Child's Reaction (What was C doing before? after? How did he seem to interpret behavior?)
smiling	
frowning	
"crying"	
waving bye-bye and leaving	
saying bye-bye	
beckoning with hands, arms to come	
saying "come to Mommy"	
nodding head and saying "yes"	
shaking head and saying "no"	
slapping C's hand	
hugging and kissing	
approaching child, smiling	
saying "no no" "stop that" "bad boy (girl)"	
saying "go away" (in a negative tone)	
saying "what a good boy (girl)" positively	
saying "would you like a cookie?"	
holding out a cookie	
showing child a book or toy	
saying "would you like to play with (toy)?"	

Which behaviors had any effect on C's ongoing activity?

Contradictory Combinations	Child's Reaction
looking displeased and saying "good boy" in a positive tone	
looking displeased and saying "good boy" in a negative tone	
waving bye-bye and saying "come to Mommy"	
beckoning to come and saying "go away"	
holding out a cookie and saying "bad boy" in a positive tone	
saying "bad boy" "no no" "don't do that" and laughing	

Does C react more to physical, verbal, affective (tone), facial or gestural cues?

MAKE A FACE

1. Make a face like you do when you're eating your favorite ice-cream.
2. How would you look and act if you had a dog and it got killed?
3. Walk like a girl who is taking home a very good report card.
4. Walk like a boy who is taking home a very bad report card.
5. Pretend you were sleepwalking and suddenly woke up downtown in your pajamas (or worse).
6. Pretend you just found out you'd won $1000.
7. Jump up and down like a three-year old having a temper tantrum.
8. Pretend to be a teacher scolding a boy for running in the hall.
9. Pretend that you're mad at your husband for dropping the garbage all over the clean floor.
10. Make a face like a police officer who has just arrested a man for reckless driving.
11. Pretend you just found a snake under the table.
12. Make a face like a baby whose favorite toy has just been taken away.
13. Pretend a bully is going to hit you.
14. Pretend to be a child holding her best doll.

Social #7(r)
11/22/72

"HOW CAN YOU TELL?"

How can you tell . . .

that someone loves another person?

that someone hates another?

that someone is angry?

that someone is sad?

that someone is tired or sick?

that someone is nervous?

that someone wants to leave another person or a situation?

that someone wants attention?

Social #7(r)
11/22/72

SOCIAL VISIT #8

Theme: Social communication: How the child expresses his needs, desires, emotions, to his mother.

Purposes:

1. To discuss and illustrate how children develop communication skills as part of their social development.

2. To sensitize the mother to the particular expressive behaviors of her own child.

Equipment: Hallowe'en mask, jack-in-the-box, cookies, movie projector, movie film, polaroid camera and film.

NB: Make sure you know how to run the projector before the visit.

Forms: Expression of Emotion: Anger (1 copy, leave for homework); How does your child tell you? (1 copy); How would you like your child to tell you? (1 copy); What might these behaviors indicate? (1 copy); Observation of ________'s emotional expressions (1 copy);

Xeroxed: Crying -- a Child's View; Goodenough: Emotions in Infancy; copy of movie "script" (in film box).

Procedure:

1. Review homework.

2. Introduce topic for this visit -- which is the flip side of last week's -- how child communicates with mother.

At birth, the newborn can express only undifferentiated excitement; observers cannot tell difference between fright, anger, hunger, pain. But as child develops in social interactions with adults he becomes effective at communicating these emotions distinctly. (Read Xeroxed anecdotes about crying to illustrate children's level of sophistication). As adults communicate through different modes, so do children -- facially, gesturally, by physical, spatial position, and vocally. This week focuses on the child's non-verbal behaviors and what they mean.

Go over forms: what might these behaviors indicate? and how does your child tell you? Stress that it is important for M to recognize child's expressions and what they mean.

3. Go through "How would you like your child to tell you?" or leave it for homework. Suggest that M should be thinking about these goals, particularly in reference to the behaviors of adults whom the child sees and imitates. Refer to last week's form on how mother communicates with child, suggesting that these adult behaviors provide model for child's learning of communication. Sometimes even very idiosyncratic and specific expressions of the parent are learned by the child (facial expressions, manner, etc.). Or when children see parents yelling or striking out, for example, hitting an older sibling,

(cont.)

12/4/72

Social #8 (cont.):

they learn this way of expressing anger. Sometimes in controlling the expression of strong feelings, adults try to do other things such as yelling and cheering at a football or baseball game, playing a strongly physical game such as hitting a ball (golf, baseball) or engaging in an activity with vigor such as cleaning a dirty stove or beating a rug. When children feel angry it can help them to learn that it is all right to have that emotion but that it may not always be all right to express it just the way they want to. Just as with adults, children can learn to free emotions by exhibiting them in ways that aren't harmful, like hitting a doll, or banging a pot, etc.

4. Try out exercise of interpreting child's facial expressions (photographs) as done in experiment by Goodenough (Xeroxed).

5. Show movie. Each movie consists of three, different-aged children's reactions to certain experimental situations. As you show the movie, point out to M particular gestures and facial expressions, and differences in children's reactions and expressions depending on age. Perhaps you would like to show the movie twice, once "cold" when you and M don't know what was actually happening, and a second time while following the description of the events which were occurring (movie "script"). Even though you have only nonvocal behaviors in the film, they can be very expressive.

6. To bring attention to immediate situation, go through (approximately) same script (On Observation of ___________'s Emotional Expressions) with your child. While M is carrying out instructions, see if you can get a few Polaroid illustrations of vivid expressions. Between each step, take a minute with M, to jot down or at least describe orally, C's reactions on form.

7. Explain and leave homework form on Expression of Anger. Ask M to fill it out for any 5 incidents of anger observed during next week.

Social #8(r)
12/4/72

OBSERVATION OF __________'S EMOTIONAL EXPRESSIONS

The Scene:	The child's expressive reactions:			
	Facial	Gestural	Spatial	Vocal
1. Mother talks to and plays with child.				
2. Mother offers child a cookie.				
3. Mother gives child cookie.				
4. Mother takes cookie away.				
5. Mother gives cookie back.				
6. Mother shows child Jack-in-the-box.				
7. Mother and child play with Jack-in-the-box.				
8. Mother leaves child.				
9. Mother approaches again counting loudly and sternly 20, 21, 22				
10. Mother leaves child.				
11. Mother puts on mask, then approaches again, growling fiercely.				

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HOW DOES YOUR CHILD TELL YOU?

How does your child tell you . . .

that he is happy?

that he is angry?

that he is afraid?

when he is tired?

when he is sick?

when he is hungry?

that he wants to play with you?

that he wants a toy?

that he wants to be alone?

Social #8 (r)
12/4/72

S

HOW WOULD YOU LIKE YOUR CHILD TO TELL YOU?

How would you like your child to tell you . . .

that he is happy?

that he is angry?

that he is afraid?

when he is tired?

when he is sick?

when he is hungry?

that he wants to play with you?

that he wants a toy?

that he wants to be alone?

Social #8 (r)
12/4/72

WHAT MIGHT THESE BEHAVIORS OF A YOUNG CHILD INDICATE?

lifting up arms ____________________?

stamping feet ____________________?

reaching toward an object ____________________?

pointing at an object ____________________?

calling "mommy" ____________________?

lying on the floor ____________________?

scowling ____________________?

laughing ____________________?

holding on to mother's hand or leg ____________________?

clinging to mother ____________________?

holding out an object to mother ____________________?

crying ____________________?

banging spoon on table ____________________?

fretting or fussing ____________________?

screaming ____________________?

throwing toy ____________________?

hitting mother ____________________?

sucking thumb ____________________?

coughing or sneezing ____________________?

hiding head against mother ____________________?

rubbing eyes ____________________?

scratching body ____________________?

Social #8 (r)
12/4/72

EXPRESSION OF EMOTION: ANGER

What made the child angry?	How was the anger expressed?				What was your immediate response to the anger?
	Facial	Gestural	Spatial	Vocal	
1.					
2.					
3.					
4.					
5.					

Social #8
12/4/72

SOCIAL VISIT #9

Theme: Maternal responsiveness - a core concept in the social curriculum.

Purpose: To demonstrate, illustrate, and encourage (maternal) responsiveness to the child's expressed desires, needs, emotions.

Equipment: Jack-in-the-box and book (to be left in home for 1 week), ball and puppet (for visit).

Forms: "_______wants to play" (homework), "Responding to smiling and vocalizing", "Behavior Sequences" (2 copies) -- **From now on assume one copy of each form unless otherwise indicated or unless you wish to keep a copy yourself.

Procedure:

Homework Review

1. Review the content of the last visit on the C's communication and go over homework on expression of anger, in order to introduce theme for this visit: the importance of the mother's responses to the C's attempts at communication. Focus primarily on that part of the homework assignment which asked for the M to record her immediate response to the C's behavior, to illustrate what we mean by "responsiveness."

Responsiveness is a key concept in the social curriculum -- one of the big three on which the curriculum is based (social stimulation, sensitivity, and responsiveness). Social stimulation was stressed in the first visits; sensitivity through observation of the child's socially expressive behaviors in the next visits; and finally, we arrive at the concept of responsiveness, which follows naturally from maternal sensitivity.

In your discussion with the M you should point out the relationships among and importance of these three ways that the mother can foster the child's development. Since our focus in this curriculum is on social development, we are going to be stressing how these ways in which adults may behave with children teach the child that other people are enjoyable, helpful, rewarding, and generally valuable -- which is a necessary part of his social development.

It is essential that the child's attempts to communicate be responded to -- so he will learn that he can affect other people in his environment (he will learn he is a person of some influence, some importance, that he can control his environment) and also so he will become more skilled at communication. Some of the child's expressions are very clear and demand recognition even when he is an infant - e.g. crying. Other expressions are more subtle - like vocalizing, smiling, looking at people, pointing, reaching, etc. - and these too should be responded to. Positive expressive behaviors such as these will become more frequent and more communicative if M responds to them positively and consistently (i.e. by smiling, playing, talking about what the child is pointing to, etc.). The child will be more "sociable" -- especially

12/8/72 (cont.)

toward his mother, but also he will tend to generalize to the other people he sees.

Observation Exercise

2. To further demonstrate what responsiveness is, use the "Behavior Sequences" form as a guide to observing a reciprocal interpersonal interaction. This interaction may be between you and C, M and C, even between you and M, or between another mother and child which you have the opportunity to observe. (Use the ball and puppet or any other toys as props for the interaction). If you think the M would feel self-conscious or threatened if you focussed this specifically on her behaviors then perhaps you should concentrate on other people p at least at first. If you can arrange to do so this would be a good time to visit a playground, gym, skating rink, shopping center, etc. in order to use other M's in natural interaction with their children for demonstration of responsive (or nonresponsive) behaviors.

To fill out the form, consider the same line to represent simultaneous occurrence of a pair of behaviors; use the behaviors listed in parentheses as a guide to the appropriate level of behavioral observation. Point out how two peoples' responsive behaviors form chains or sequences, e.g. M gives toy, C takes it, then gives it back and M takes it responsively; or C points to an object, M responds verbally by naming the object, C responds to that by vocal imitation to which M responds with praise, etc. Emphaize especially: When C does_____ what is M's response?

Responsiveness Illustration

3. In order to illustrate how contingent responding affects children's behaviors, try the following. Get the child performing some simple action like clapping (by having him imitate you), then make some behavior of yours contingent on his performing that action (like laughing, singing, clapping). When he claps you sing; when he stops you stop. Observe whether he is aware of your responsiveness, whether he increases the frequency of his responded to (or reinforced) behavior.

Responsiveness Exercise

4. To further demonstrate the effects of responding to C's behaviors, try the following exercise. Use form "Responding to ______'s Smiling and vocalizing."

   a. Baseline tally. Count the occurrences of C's vocalizations and smiles directed at M (Be careful not to reinforce i.e. respond to these behaviors during baseline tally). 5 Minutes.

   b. Have M reinforce each social smile or voc with positively affective speech and smiling - immediately after its occurrence and only after its occurrence. At other times suggest she look at you, the floor, the table, etc. and you cue her when to look at, smile at, talk to C. 10 minutes.

(cont.)

Social Visit #9 (cont):

c. Post-reinforcement tally. Make a comparison tally during time equal to baseline tally (5 minutes), again M does not respond.

d. Compare baseline and post-reinforcement frequencies. Hopefully the latter will be greater. This exercise should demonstrate that not only does responding to C's behavior increase occurrence of that behavior immediately, as in previous exercise (#3), but also the effect continues even after the M has stopped reinforcing each behavior. Make it clear to M that this is just an artificial example for illustration of the phenomenon - in real life she should respond as often as she can to all of the C's social expressions which are directed toward her.

Homework Preview

5. Give M homework form ("_________wants to play"), the jack-in-the-box and the book. Ask her to try this responsiveness exercise in the next 3 days. Each day, she puts out jack-in-the-cox and book for one hour (at about the same time of day). The first day she does not play with C with these toys, just observes how often the C indicates (physically, gesturally, vocally) he wants her to play with him during the hour with either jack-in-the-box or book. The second day, she responds every time he plays with jack-in-the-box, but not when he wants to play with the book. The third day she counts the respective frequencies as on the first day.

Responding to ___________'s Smiling and Vocalizing.

Baseline Frequency (5 minutes):

____

____

____

Mother responds consistently with looking, smiling, and talking every time child smiles or vocalizes to her. (10 minutes)

Post-reinforcement Frequency (5 minutes):

____

____

____

12/8/72
Social #9(r)

____________Wants to Play

It is important to respond to the child's expressed desires and emotions, so that he or she will learn that people are rewarding, that he is important, and that he can control his world.

First Day: Observation

How often did the child indicate that he wanted you to play with him with the jack-in-the-box? (Make a check each time).

____

How often did the child indicate that he wanted you to play with him with the book? (Make a check each time).

____

Second Day: Responsiveness

Respond by playing each time the child indicates he wants you to play with him with the jack-in-the-box.

Do not respond by playing when child indicates he wants you to play with him with the book -- just ignore his demands.

Third Day: Observation

How often did the child indicate that he wanted you to play with him with the jack-in-the-box? (make a check each time).

____

How often did the child indicate that he wanted you to play with him with the book? (Make a check each time).

____

12/8/72
Social #9 (r)

Behavior Sequences

observed during natural interaction

Child's Behavior (smiles, vocalizes, reaches, touches, gives, takes, plays, comes)	Adult's Behavior (smiles, talks, touches, gives, takes, plays, comes)

12/8/72 - Social #9(r)

SOCIAL VISIT #10

Theme: Individual differences and cross-cultural universalities. (We are all the same but we are each unique.)

Purpose: To sensitize the mother to individual differences among children with the aim of fostering her appreciation of her own child's uniqueness and encouraging her respect for him as an individual.

Equipment: Tape recorder, tape of Children's Songs from Other Lands; Family of Man (to leave as gift), Children of Other Lands (optional): movie projector, the other film of children's emotional expressions (i.e., the one you didn't take to previous visit).

Forms: What kind of person is________; The uniqueness of__________; Children's Songs from Other Lands.

Procedure:

1. Go over homework.

2. Introduce theme for this visit by choosing 3 or 4 people mother knows, and talking about how they differ from each other. You may find the form "What kind of person is________" a help in your discussion. The idea is to illustrate what "individual differences" are.

3. Follow this up by looking through the Family of Man and Children of Other Lands photograph books which illustrate individual differences pictorially. (You may also use these books to provide further opportunities to illustrate emotional expressions and ways of communicating--including clothing and superficial appearance as well as facial and gestural communications). The Family of Man is really an experience in social development by itself; look at pictures in order presented, and discuss any issues that are inspired by the photographs.

4. Show the other film about children's emotional expressions. The two films are parallel in the ages of the children. Remind M of what you observed in the first film you showed her, in order to contrast with children's behaviors in the second.

5. Express notion that culturally-produced individual differences increase with age (effects of learning). Illustrate by playing tape of folk songs of children of different cultures, and observe whether C differentiates among them. We would expect that children of this age would be more similar across different cultures than would adults; see if you can infer this from your own and C's reactions to songs.

This visit should be relaxed and enjoyable--so relax and enjoy music and pictures.

(cont.)

Social #10 (cont.):

6. For homework (The uniqueness of__________) suggest that M observe both another child about the same age as her own and her own child, and then list the differences between them. Stress that it is important to remember that people are different (vive la difference)--not everyone has the same characteristics, behaviors, goals, desires as the M. This is especially important to keep in mind when raising children since it is so easy to forget that although parents have a tremendous influence on their children, infants are born with individual predispositions which should be recognized and respected by their parents. Parents should be encouraged to focus on the particular individual strengths and assets of their children rather than comparing them on all dimensions with other children (and expecting them to perform comparably).

Behavior Sequences

observed during natural interaction

Child's Behavior (smiles, vocalizes, reaches, touches, gives, takes, plays, comes)	Adult's Behavior (smiles, talks, touches, gives, takes, plays, comes)

12/8/72 - Social #9(r)

THE UNIQUENESS OF____________________

It is always important to recognize that any child is a unique individual--different from his mother and father, brother and sister, or any of his peers. Not all children are equally cooperative, intelligent, active, and so on. The uniqueness of the child should be recognized and respected.

____________is:	_________________is:

What kind of a person is ______________?

Who? ______________ ______________

______________ ______________

______________ ______________

______________ ______________

noisy - quiet
tall - short
aggressive - independent
quick - slow
blond - brunette
blue-eyed - brown-eyed
old - young
usually happy - usually sad
sociable - unsociable
permissive - authoritarian
calm - anxious
black - white
weak - strong
fat - thin
expressive - unexpressive
rich - poor
male - female
birst born - later born
naive - experienced

Social #10(r)
12/14/72

lw

SOCIAL VISIT #11

Theme: Social roles, especially sex roles.

Purposes:
1. To sensitize M to issues of social roles, sex role stereotypes, sex typing
2. To illustrate a further way that M influences C's social development.
3. To add another dimension to discussion of social communication.

Equipment: Wigs, hats, moustache, sunglasses, scarves, gloves, beads, ties, apron; picture book (to be left for one week).

Forms: "The masks men wear"; Observation of C's reactions to maternal changes; copying Mommy and Daddy.

Procedure:

1. Homework Review: When going over the homework on individual differences between children, be sure to emphasize those characteristics of the mother's own child which might be considered his "strong points."

2. Introduce discussion of social roles as one way individuals differ, as one aspect of social development. In your discussion with the mother play up in a positive light the many important roles she has within her family, using the economic labels initially (because unfortunately that is the way our society seems to place value on roles). Also remember that although some of these jobs you may or may not from your own position think are what you want to work at, out in the world everyday, they are nevertheless an impressive list of skills or roles together, regardless of how they vary in their status value depending on who is looking at them as an occupation. Some general role labels under which the duties and responsibilities of a wife and mother could be organized are: dietician, decorator, beautician, social secretary, housekeeper, nurse, chef, buyer (as in a department store), seamstress, or clothes designer, baker, landscape artist, hair dresser, bookkeeper, recreational leader, administrator, chauffeur, sometimes engineer and, of course, teacher. There is another level of roles that are also important both for the mother's relationship to her husband and other adults and for her relationship to her children. These are the roles of advisor and confidante.

3. One particular kind of social role--one which has received considerable examination in the past couple of years--is that determined by one's sex. Discuss with M her informal observations of individual differences among people (adults and children) which appear to be related to their sex roles. These differences may include differences in interests and preferences, goals, occupations,

Social #11 (cont.):

social behaviors or characteristics such as dependency, fear, anxiety, sociability, and desire to affiliate with other people.. (research demonstrates that females are generally higher on these social characteristics--even at as young as 15 months, whereas males are more likely than females to initiate aggressive actions and to be interested in objects rather than people), appearance, clothing, mannerisms, etc.

We are not suggesting that such differences are necessarily inevitable--although some may be. It is exceedingly difficult to separate effects of biological predispositions or innate characteristics from effects of very early socialization. Some of these sex-linked behaviors appear to be relatively superficial and probably very easily modifiable (occupations, clothing, mannerisms, etc.), but even those apparently more "basic," like aggressiveness, can be experimentally modified: girls become just as aggressive as boys if they are rewarded for aggressive behaviors.

Thus it appears that here is another area of the C's social development that is to a large extent dependent on parental behaviors--indirectly, by the child's identification with a parent and imitation of his role, and directly, by deliberate parental training of "sex-appropriate" behaviors, by less deliberate parental reinforcement of "sex-appropriate" behaviors, and by even more subtle parental provision of "sex-appropriate" opportunities (e.g., toys, activities, playmates).

It is necessary that a child be raised from the very beginning to know what sex he is (otherwise he/she becomes hermaphroditic)--what can vary is how much of the stereotyped sex role is imposed. This is a conscious decision--or series of decisions--to be made by the parents. Our purpose is to make M aware of some of the variations possible, of her potential impact in this area of the C's development, and of her ability to make deliberate and more or less rational decisions concerning what sex-typed behaviors she wants her child to have.

Discuss M's own experiences; how "sex-typed" she is and how she thinks she got that way (how much she is like her own M, other female friends, etc.); her feelings about the principles of Women's Lib (and about the Movement if that is revealing).

Discuss importance for C of consistent (parental) role models, and whether M has observed any differential imitation by C of male vs. female role behaviors. Give her homework exercise "Copying Mommy and Daddy" and the picture book. Suggest that this exercise is on a relatively trivial level compared to "real life" but may be interesting for illustration. Suggest that if M is interested, we will collate data from this exercise and tell her what other M's found.

Social #11 (cont.):

4. One aspect of playing any role and of communicating that role to others, (-ncluding a "sex-role") is looking the part. Refer to "Masks Men Wear." The M's appearance as well as her behaviors influences the C. Discuss any instances in the past when M has noticed this (e.g. a new hairdo, perfume, etc. Moreover, especially as he gets older, the C plays at different roles by changing his appearance (e.g., dressing up). To illustrate these two phenomena, spend some time playing dress-ups with the props supplied (supplemented by items from the home--like Mommy's or Daddy's shoes or socks, etc). Have fun dressing C up, showing him mirror; talk about his pretend play (with these props and in the past) and also fill out form: "Observation of C's Reactions to Maternal Changes." (Always use these "Play-sessions" to reinforce concepts which you have presented in earlier visits--e.g., emotional expressions, maternal responsiveness, imitation, etc.).

5. Leave Baby Day Record for homework. Suggest M and C play dress ups again with things from around home. Remind M of homework on imitation.

OBSERVATION OF CHILD'S REACTIONS TO MATERNAL CHANGES

When M changes her appearance by:	C reacts by:
1. Putting on wig	
2. Covering head with scarf	
3. Putting on gloves	
4. Putting on man's clothing	
5. Putting on moustache	
6. Putting on sunglasses	
7.	
8.	
9.	

COPYING MOMMY AND DADDY.

One way a child learns "who he is," particularly whether he or she is a boy or a girl, is by copying behaviors of the appropriate sex-role model, i.e., his father or her mother.

Using the picture book, mother and father take turns in labelling pictures for the child, and "keep score" as to whether the child imitates sound or not. Say each word only twice.

Adult says:	Child imitates: (check)	
	Mother	Father
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
Total		

SOCIAL VISIT #12

Theme: Review of social communication

Purpose: To make up any missed visits and to review content of last five visits, stressing as general underlying concept-social communication.

Equipment: See visits #7 - 11 (take what was missed or especially valuable). Toddler Chart (if not taken yet).

Forms: See visits #7 - 11 (take what was missed or especially valuable).

Procedure:

1. Go over Baby Day Record.
2. Look at Toddler Chart. Add to it illustrations of social developments not included on chart that have been discussed in your visits.
3. Review methods and principles of social communication covered in last 5 visits: adult to adult, M to C, C to M. As guide, go over the exercises, photographs, etc. collected so far in "baby book." Deal with any questions M has about the program, curriculum, C's development, etc., which have not been covered yet.

SOCIAL VISIT #13

Theme: Identity, self-concept, self-esteem.

Purposes: 1. to explore M's concept of her own identity.
2. to explore M's concept of C's identity.
3. to give M some sense of the role she and the family play in the formation of the C's identity.

Equipment: Metal mirror (optional).

Forms: Chimps and self-concept, Taking steps, ____Discovers who he is, ________Learns about His Body.

Procedure:

Present theme for this visit in context of social development as a prerequisite for forming mature relationships with other people. (True for adults and children).

1. Introduce theme of identity by discussing M's concept of her own identity.

The Mother's Identity and its Relationship to her Child:

The ability of the parent to grant the child his budding independence and to foster self pride in the identity of her child is intimately related to the mother's own sense of self worth. For this reason a beginning discussion of the child's identity is not complete without a parallel exploration with the mother of some of the components that go into her sense of self and how these relate to the child.

One way of jumping feet first into this material is by asking the mother who she is? If this draws a blank response, describe yourself with role labels, which may include such designations as wife, amateur photographer, dancer, gardener, etc., descriptions of past jobs, family relationships, etc., and trv as soon as possible to let the mother take over playing this game of how many roles does she fill now, or has she filled in the past.

a. Family and Identity.

One branch of this discussion may lead into who she is in her extended family. This is a good time to bring out a family picture album and enjoy it together. It is also an opportunity to explore with the mother what role she feels her family will play in her child's identity. What has she done to make the child feel that he is part of a larger family? Has he met members of his family? Was he named after someone in the family? If so, why? Do other people or does she make comparisons between the child and other members of the extended family? Was the mother or father named after someone in their families? Were either of them compared to someone in their families as they were growing up? You may want to suggest that when children are told that they are like someone in one way or another as they are growing up they are apt to believe it and may think they are similar to this individual in more than the one or two ways suggested. When they are compared to someone who is loved and respected and whose qualities or behaviors are admired, they think that they may be worthy of this love, respect and admiration. However, if they are equated with the "black sheep" of the family, the different, difficult, or troubled member of the family, they will believe this of themselves as well. Does the mother or other family member speak of certain familial characteristics, personalities or appearances that are associated with one or the other side of the family? Can the mother think of an example of a time when the immediate family, particularly her husband and herself, felt or expressed a sense of unifying characteristic, positively valued behavior that separated them from all other families, a sense of "we do it this way," we are important people in our own right! This type of family pride also becomes part of a child's identity and pride in himself.

b. Imitation and Identity:

The poem "Recognition" which you left with the mother for the Baby Book, is a good vehicle for discussing how often people are unaware of how they appear to others, particularly parents to their children. Children learn by example as readily as they do by rewards and punishments. Wanting to be like their parents (who are so important to them) they imitate their parents' behavior. Again, if a parent expresses himself in anger by yelling and striking out, a child will do the same even if he is told not to. If a parent reads books a child is more apt to become interested in books. Boys and girls even imitate the way their parents walk, and the gestures that they use. It may be interesting to ask the mother if she can see gestures or expressions that she has that are similar to those of her mother or other members of her family, for example, an older sibling. You may be able to help her out with an example from your own life, something that you may have realized all of a sudden, or something someone else pointed out to you.

c. Roles and Identity:

Imitating specific behaviors is only one way in which children learn the roles that their parents take. Roles are whole complexes of behaviors as well as strategies for dealing with situations throughout life. A girl child learns from her mother what roles are available for her and whether or not they are valuable or held in esteem. From this she learns again whether she, being like her mother, is worthy of respect and love. She learns this from seeing how her mother behaves and how others, particularly her father, behave toward girls or women, and how important they are is through the behavior of his father. The value or self worth that a mother feels is taught to her child, frequently indirectly, and can have a profound influence on how they value themselves, people in general, and women or females in particular.

2. Relate discussion of M's identity to discussion of C's identity. What does M think C's identity is? What evidence is there that C is becoming aware of his identity?

Behaviors or developmental "firsts" such as are listed on the form"______ Discovers who he is" may be important evidence of this aspect of C's social development. Use this form as guide for discussion of C's discovery of his identity. Add other similarly revealing behaviors which M can remember and suggest. Your discussion can be expanded by inclusion of Xeroxed materials on chimpanzees and "taking steps."

3. From this discussion of C's discovery of his identity, move to discussion of the formation of C's identity--stressing family factors which influence identity formation and the C's self-esteem. Some factors will have been covered in your discussion of M's identity; stress especially that the family plays a part by:
   showing affection and respect--the C learns to feel positive about himself;
   providing models for C to identify with;
   teaching C about himself about who he is--even on a very simple and superficial level, like about his bodily sensations (by tickly games for example) and about his body parts, and by using his name when talking to him or referring to him.

4. Apropos of this last point, it is fun as well as valuable experience for C's social development, to play body part games, since the body is perhaps the first basis for C's identity. Try asking "where's_______?" (C's nose, M's mouth, HV's hand, etc.). Cover up or hide different parts; play peek-a-boo with them. Touch C when you "discover" parts. Encourage C to touch, explore, laugh. Fill out first half of "______Learns About His Body" to provide a record of how much C knows now. Try using "If you're happy and you know it, clap your hands" as a pattern for making a game of body activities. This song can be infinitely and imaginatively expanded to include "...stamp your feet," "blink your eyes," "wiggle your ears," "kiss your sister," etc., etc. Other songs, similarly, can be used to this end, particularly "This is the way we (wash our hand, blow our nose, chew our food, walk around, rub our knees)", etc. Any other songs employing naming or using of different body parts can be incorporated into play session (This little piggy, Tommy Thumb or Thumbkin, Hokey-Pokey, etc). If it is possible, arrange for some of this play to take place in front of a large mirror (if you know the family does not have a mirror, take one). Observe C's reactions to his reflection.

5. For homework, suggest that M continue such fun ways of teaching C about his body and consequently about his identity. At the next visit you and she will together fill our second half of observation form "_____learns about his body." Do not give M impression that this will be a "test" of any kind; it will just provide her with a record of C's progress.

__________ Learns About His/Her Body.

Body Part	Points to Other Persons		Names other Persons		Points to Own		Names Own	
	1	2	1	2	1	2	1	2
Nose								
Eyes								
Mouth								
Ear								
Hand								
Foot								

Social #13
1/19/73

______________ Discovers Who He Is.

A child first discovers "who he is" by learning about his own physical identity --- learning that his body is separate from the rest of the world, learning that it is his to control. Behaviors like the following each represent significant steps in the child's growing self awareness and development of identity.

Behavior	Approximate age first observed
Stares at own hand	
Smiles at reflection in mirror	
"Finds" belly button	
Takes first steps alone	
Calls a person when out of sight	
Follows a person who has disappeared	
Calls own reflection in mirror "baby"	
Calls reflection in mirror by own name	
Identifies a photograph of self	
Comes when called by name	
Points to own nose when asked	
Says "me", "mine"	

Social #13
1/19/73

Social #14 (cont.):

3. The major exercise of the visit consists of four 10 minute observations of interactions between

   child and "non-responsive" home visitor (M does observation)

   child and "responsive" home visitor (M does observation)

   child and "non-responsive" mother (HV does observation)

   child and "responsive" mother (HV does observation)

   This will demand deliberate role-playing on part of HV and M to demonstrate totally responsive versus totally unresponsive behavior patterns. It should provide interesting contrasting data regarding C's reactions. When you (or M) are being "responsive", respond to every gesture, vocalization, look, or smile of the child; give him what he seems to want, describe his behaviors, answer his vocs, smile when smiled at, comfort when hurt or crying, etc. When "unresponsive", ignore C's behaviors.

   Use Behavior Sequences form. As well as the behaviors suggested on the form, you may write in other obvious behaviors - like cries, hits, etc. Use the same line to represent simultaneous behaviors, alternate lines for sequences of behaviors. Also, write in "R" following any behavior which you judge to be deliberately responsive in content or intention to a prior behavior of the other person.

4. Compare and contrast the 4 observation records. Calculate the "responsiveness %" (number of C's behaviors responded to divided by total number of C's behaviors) for each record. Look at differences in quantity of interaction, in quality of child's behavior patterns, in different observations. Stress importance of communication and responsiveness. Suggest that during next week M try to be especially aware of the quality of her typical interactions with C (Is she usually more like the "responsive mother" or the "unresponsive mother"?)

1/22/73

Behavior Sequences

Observed during natural interaction

Child's Behavior (smiles, vocalizes, reaches, touches, gives, takes, plays, comes)	Adult's Behavior (smiles, talks, touches, gives, takes, plays, comes)

12/8/72 - Social #9(r)

Postscript ~ book of Cu

SOCIAL VISIT #15

Theme: The child's relationships with other people (other than mother).

Purpose: To begin to broaden treatment of C's social development beyond the mother-child relationship to include his relationships with other people -- father, sibs, peers, etc.

Equipment: none.

Forms: _________'s social experiences in the past week, Observation of _____'s interaction with another person (3), Milestones in the Development of Social Relationships, Behavior Sequences (4).

Procedure:

1. Since there was no written homework last week, spend the first 10 minutes of this visit doing an observation of natural mother-child interaction on the Behavior Sequences form used last week. Reiterate principles of responsiveness and communication as you and M go over this observation record. You may wish to compare it with last weeks records.

2. Introduce theme for this visit in context of the childs expanding social world. As the child gets older his social contacts increase and diversify. He applies what he has learned in his interactions with his mother (and father) to new people he meets. He becomes more capable of separation from his mother and is able to interact with more and different people.

Discuss informally the childs history of social interactions with other people -- his father, grandparents, siblings, peers, other adults, babies, etc. Question mother about unusual experiences (e.g. when C first met some particular person), about what usually happens when C meets new people, how "fiiendly" he is with various relatives, etc. If M and C have been to one of our social "parties" discuss C's behavior vis a vis the other adults and children there.

3. Go over "________'s social experiences in the past week" informally, as a way of adding immediacy to your discussion. Suggest that M start to be aware of C's social experiences with people other than herself, since these will become increasingly important in C's social development.

4. Go over and fill out "Milestones in the development of social relationships" together. Suggest that these are indices of how the C is developing socially, indices that M can watch for and record.

(cont.)

1/29/73

Social Visit #15 (cont.):

5. Arrange before visit to go visit friends, neighbors, or a playgroup, or to have friends over -- so that you will have opportunity to observe peer interaction. Use form "Observations of ________'s interactions with another person" to record observation (do together with M) while children play (or whatever) together more-or-less free of adult intervention.

6. For homework, leave M another two of these forms so she may observe C interacting with other people during week. Suggest that two children of different ages (or sexes) or one adult and one child, would provide an interesting contrast depicting how C's behaviors vary depending on who he is interacting with. Stress that as C gets older his experience of interacting with different people becomes increasingly important in his social development. Although peer interaction may be minimal at this age M will observe changes in the C s social behaviors over the next months and years. It will be valuable for her to be able to observe accurately and sensitively how C is interacting with peers so that she can guide these interactions and provide maximally rewarding social (peer) experiences for her child. (For example, she can select appropriate early playmates for the child - playmates with whom the child interacts positively; quite often these will be slightly older children.)

1/29/73

Observation of ______________'s interaction with another person

Behavior	Child	Other person
	(check each time	behavior occurs)
Shares		
Gives		
Shows		
Takes		
Plays with same toy		
Does same activity		
Looks at		
Touches		
Embraces		
Hits		
Smiles at		
Talks to		
Imitates		
Frets or cries		
Avoids		
Approaches		

Length of time observed______________minutes.

Social #15
1/29/73

______________'s Social Experiences in the Past Week

New people seen (who and how old?)______________________

____

What did they do with child?___________________________

____

How did child react?_________________________________

____

Familiar people seen (who and how old?)_________________

____

How often?____

What did they do with child?___________________________

____

How did child react?_________________________________

____

How much did mother participate in interaction?__________

____

Was the child influenced by mother's participation? How?

____

____

____

Social #15
1/29/73

Milestones in the Development of Social Relationships

	Who?	When?
Differentiated people from objects		
Recognized mother		
Cried when mother left		
Appeared wary of a stranger		
Was fearful of stranger		
Laughed at baby in mirror		
Imitated another person		
Enjoyed an audience		
Repeated activity laughed at		
Played peek-a-boo and I'm gonna get you		
Initiated play with mother		
Played "give and take"		
Liked to please other people		
Played with an adult		
Played beside another child		
Shared a toy with another child		
Demanded things of other people		
Initiated play with another child		
Cooperated with another person		
Played with another child		
First "friendship" with another child		

Social #15
1/29/73

Social Visit #16

Theme:

Looking backward (review of the first 16 visits) and forward (games, activities, and instructions for assessment period).

Purpose:

1. To review content and principles of first part of program.

2. To talk about observed developmental changes in C's social behavior.

3. To leave M with activities and information to keep her involved in the program during the assessment period.

Equipment:

Bubble blowing stuff, nursery rhyme book, story book, coloring book, crayons, puppet, balloons, whistle (all of these are to be left as gifts): Polaroid camera, tape recorder, and tape of songs, assorted "musical" instruments.

Forms:

Social diary, New Words, New Friends, Baby Day Record and stamped envelope, "The Pleasures of Being a Parent", list of social activities, Xeroxed rhymes.

Procedure:

1. Go over last week's homework.

2. Looking back:

(a) Review specific content of first 16 visits. It would be a good idea for the HV prior to this visit to review the outlines for these visits, re-read the social curriculum principles and outline, and make up a checklist to remind M of content covered. Point out relationships between different visits as much as possible, (They really should all hang togeth-

(b) Review changes you have observed in C's social behaviors since the program began. Looking back through the Baby Book is probably a good way to handle this. Do some thinking about particular changes you have noted before the visit. If you want to try for dramatic illustration of some change, replicate our earlier exercise. (This, too, will have to be pre-planned).

(c) Talk about changes in interpersonal relationships between M and HV, M and C, C and HV, since the beginning of the program. Also any changes in attitudes, expectations, etc., each of you experienced.

(d) Take a polaroid picture or two for Baby Book.

Cont. Social Visit # 6

3. Looking Forward:

(a) Tell M about the impending assessment period (detailed instructions avaible for all curriculum groups). Tell her that you want to leave her with some activities to keep her involved in the social program even though you won't be visiting her for the next month or so. The first thing you're leaving her is the Review Checklist.

(b) Second, is a list of activities she and C might enjoy doing together (stress importance of social stimulation) and some materials (gifts) to make these activities more easily avaible. Go over list; give her gifts.

(c) Third, is a recording form to go along with these activities ("___' social diary"), to remind her of the importance of social activities and so she can keep track of how much stimulation C is getting. Ask her to fill out the form over the next month.

(d) in the context of "looking forward" two other forms (New friends and New words) are relevent and should be left for homework. Suggest to M that these are two especially important areas in which social development can be observed - and should be.

4. Playtime:

Have an enjoyable time playing with M and C, with any or all of the toys (and tapes) you have brought.

55 Leave Baby Day Record and stamped envelope. Ask M to fill this out for following day and mail it to us. (Apoligize if necessary for quantity of forms, but tell M it will give her some thing to remember you by.) Remind M of other 3 forms you're leaving. Leave toys (gifts) and xeroxed materials. Make sure she has your phone number in case she wants to call you during assessment period.

SOCIAL DIARY

Spend a few minutes each evening writing down what playful social activities happened that day:

December 25

26

27

28

29

30

31

January 1

2

3

4

Social #25
12/15/72

SOCIAL DIARY (cont.):

January	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
	13	
	14	
	15	
	16	

Social #25
12/15/72

SOCIAL DIARY (cont.):

January 17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	

SOCIAL DIARY (cont.):

January 29	
30	
31	
February 1	

SOCIAL VISIT #17

Purposes: 1. To share information about assessment period activities.
2. To examine and discuss child's current understanding of his social world.

Equipment: Tape recorder, blank tape, 2 books, bag of toys (doll, car, ball, cup).
Forms: Words Child Understands, 2 action songs.

Procedure: 1. Getting caught up on social activities and playing a social game.

Have a pleasant and casual social chat about social activities, vacations, happenings. Contribute your own interesting experiences as well as asking M about hers and child's. If possible, emphasize positive social experiences (like C said "Grandma" for first time) rather than negatives. Look over and talk about entries in "social diary". (Make sure these and all other forms or materials left with mother are getting put into Baby Book).

The following are some questions which might guide your discussion:

What activities on the diary did C seem to enjoy most?
What new activities were started during this period?
Is child bored now with things he liked at the beginning of this period?
Did he like the toys you left for him?
Did they (whole family) play together with these toys?
Did C imitate house work?
Did he use the toys aggressively at all?
Did he let other children play with them too?

Did he and M find any new games they could share with you (something they made up or saw other people playing)? If so take some time for them to show it to you, and you participate. If no new game has evolved, ask what C's favorite social activity of the week is, and play that (could be a conventional game, singing, dancing, playing with someone with certain toys, etc., etc.).

2. What C knows about his social world: Meeting new people.

Introduce this topic by going over "New Friends" form. (If M has not filled it out, see if she can remember any incidents when C met new people during this period, and how he reacted when he did. Note these on the form and enter it in Baby Book). Whether or not M has completed New Friends form, a good opportunity for provoking discussion is to inquire about how the assessment visits went. Ask questions like the following:

How did C first react to new people (approach? withdraw? with interest? friendly? looking? smiling? afraid? cautious? wary? avoid? etc.)

Did he react differently to different people? Why? (their appearance? manner? specific behaviors? setting? familiar toys around? ongoing activity? stress? where M was at time — still very important at this age—? C's mood prior to meeting new person — sick, tired, hungry, how, angry, etc.).

What expectations about the new people did he seem to have? (That they would have toys, play with him, smile responsively, etc.).

Did he behave differently toward them than he would have to people in other roles (doctor, dentist, mailman, neighbor, relative, etc.)?

Did he at first behave toward new people as if they were like other people he knew well already, especially M, F, GM, sib?

How did his behaviors and reactions during these assessment visits differ from those at pretest?

Is M happy with his current behaviors toward new people?

The theme or conclusion of this discussion should be how much the C knows about people and social relations already, and that what he has learned he has learned at home, probably mostly from M.

(cont.)

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3. What C knows about his social world: Understanding language.

You may want to introduce this topic by going over "New Words" list. (If M has not filled this out, you and she can at least make a start at it now, from memory. Then ask M to continue keeping it for nex two weeks). Talk about the increasing importance of verbal language cues in social communication from this age on. The words the child has learned to say (on New Words list) provide him with a means fo communicating his needs and wishes to other people in a way that can be understood--even by strangers. In the months to come M will observe dramatic advances in this ability of the child to use language. She may have noticed it starting already. On the other hand, right now, adult verbal language provides the child with information about his social world--especially the wishes of other people--which far exceeds his capacity to express his own wishes verbally. Comprehension of language usually precedes production; the C undoubtedly understands more than he says.

Ask M whether she can think of examples of words or concepts that the child seems to understand, though he may not be able to express them yet. Questions to guide the discussion might include:

Can the C understand words for:
- bedtime
- people's names
- toilet
- outside
- food and eating
- stories (ask about reactions and changes in reactions to stories you left with M at the beginning of the summer)
- time (yesterday, later)
- hot, cold
- to be gentle
- bad, good
- toys and object words (doll, ball, coat, shoes, light)
- action words (bring, give, stop, put, walk, fold...)

In Social Visit #17 a communication and observation exercise was suggested for use during the visit. Look back at this exercise, which M should have in Baby Book, in order to contrast C's ability to understand at that age (about 15 months) with what he seems to understand now. (The verbal items on that exercise, if you can't find it, were "no, no," "stop that," "go away," "what a good boy," "would you like to play with___?" "would you like a cookie?" These were accompanied by gestures, facial expressions, and tones of voice which were either congruent with or contradictory to the verbal content.) At that time the C probably seemed to depend on facial, gestural, and tonal cues at least as much as on the verbal message. By now, he will be better able to interpret actual verbal meanings or words. Suggest this to M, mentioning that this is obviously an important advance in C's development and imperative for formation of social relationships in the future (with adults, peers, teachers...).

The following are several ways you might probe the topic of the C's comprehension, using the sentence forms "Where is the___?" "Bring me the___." "Get the___." "Give___the___." When C responds appropriately reward him with a big smile and thank-you and perhaps a hug or kiss, and/or suggest M do the same. Make it a game. At the same time, tape-record the M's questions and requests. After several examples, play back the tape and watch C's reactions. Does he recognize M's voice, his own voice? Does he follow the instructions? Contrast his responses to the tape-recorded voice with those to responsive in-person voice. Suggest that C is learning about language--

about what it means (denotatively and functionally), about what to expect. TV and radio may have taught him to tune out language that is not human-mediated.

"I Spy"

(b) Look at pictures in book or magazine. See if C points out pictures of objects as well as he identifies real objects. Suggest that M can use magazines or books in this way--as long as it is fun for C, not like a "lesson."

(c) Another socially stimulating way for M to find out how mubh language C knows is to sing action songs letting C lead actions. Examples of songs to use this way are attached, and should be given to M for Baby Book.

(d) Bring out your bag of toys and suggest that you and M try to find out if C understands words used for these objects and actions usually performed with them. In context of all three of you playing with the toys, incorporate instructions to the C like:

Give me the cup (car, doll, ball).
Kiss the doll (car, ball, cup).
Throw the ball (car, doll, cup).
Push the car (ball, cup, doll). etc.

This should illustrate whether C actually understands action words as well as object words, and vice versa. It doesn't have to be done systematically, but the C's response to every instruction should be commented upon at the time it occurs.

If the C is not cooperative, you might want to mention the difference between the C's understanding language and following orders. Eighteen months is supposed to be an especially "uncooperative" age, so don't necessarily expect C to comply with every request. Suggest that if the request is reasonable, made in an affectionate tone, and if compliance is expected and rewarded when it occurs, the C may be more likely to comply. Make sure you don't leave the M with the impression that we are advocating she do a lot of ordering and requesting the C to do things just for the sake of finding out what he understands. In fact, research suggests that the number of commands etc. a C receives is not positively related to his tendency to obey them.

(e) During the next 2 weeks, ask M to watch for words and concepts that the C understands--especially ones that she had not realized he understood before--and to jot them down on homework form (Words C understands). She may want to ask other members of the family to contribute too. Sympathize with M about difficulty of task. It is certainly easier to record C's expressed vocabulary rather than understood vocabulary. Suggest that the reason to attempt the task is that it is important for her to be aware of what C can comprehend so her demands on him and expectations about his performance will be realistic, and at the upper limit of his capacity. Such demands and expectations will encourage the C's growth and development.

Leave the looseleaf "picture book" for M to use for observing C's comprehension during next 2 weeks.

WHAT _______________ UNDERSTANDS

RESPONDS*	IGNORES
1. Give _____ the cup _____ to the doggie _____	_____
2. Spoons _____	_____
3. Make car _____ go _____	_____
4. Give baby (dolly) _____ drink _____	_____
5. Shoe _____	_____
6. Put the keys _____ on the table _____	_____
7. Throw _____ ball _____	_____
8. Brush _____ your hair _____	_____
9. Give _____ cup _____	_____
10. Talk _____ on (tele)phone _____	_____
11. Doggie _____	_____
12. Put the spoons _____ with the keys _____	_____

* Check if child looks at, picks up, or performs appropriate action on object.

"Music and Games"

Toy Probe #3

The purpose of this probe is to get some data about what kinds of music and games turn children on--so we can use that information in designing social curricula. For the most part, the probe should consist of informal discussion with the mother (and father if he happens to be there) in an effort to find out what games and music appeal to the child. This should be augmented by demonstrations whenever possible. Take with you the two different social intervention tapes of children's and adult songs as a starter. (Take 2 copies of tapes if available.) Be sure to note how C responds to particular songs and games on the tape. Then talk to M about what she and the child ordinarily play (original games and interactions, finger plays, etc.)--and write down descriptions of these games. Ask M to demonstrate games. Then you try them with the child too. Note the C's reaction to your attempted social interaction. After the visit, note:

How many different games M was able to suggest:________

How eagerly C entered into interactions with M:

0_______1_______2_______3_______4

How eagerly C responded to your [illegible] advances:

0_______1_______2_______3_______4

How eagerly C responded to the music and games on tapes:

0_______1_______2_______3_______4

6/14/72

OBSERVATION OF __________'S PLAY WITH ANOTHER CHILD

Behavior	Check when behavior occurs
Plays alone -- ignores other child	
Plays beside other child but does not interact	
Plays with same toys as other child	
Shares food, materials or toys with other child	
Touches other child affectionately	
Attempts to comfort other child	
Attempts to help other child	
Talks to other child	
Gives other child a toy	
Laughs when other child laughs	
Cries when other child cries	
Follows a suggestion made by the other child	
Hits other child	
Takes away other child's toy	
Pushes other child away	

Social
10/31/72

Little Chores for ____________

Show him how - help him - reward him if he does it - but don't force him to do it.

	Did the child have a chance to do it?	Did you show him how or help him?	Did he do it by himself?
Putting his toys or clothes away			
Dressing or undressing himself			
Fetching things for M (broom, etc.)			
Feeding himself.			
Washing his hands.			
Brushing his teeth.			
Brushing his hair.			
Helping mother put groceries away.			
Helping mother set table.			
Helping mother sweep, dust, vacuum.			

10/4/72
Homework - Social #19

Restraints

For one whole day keep a record of the number of times you said "no" or "don't" or "stop it" to the child — and why.

What was child doing when you said "no" or "stop"?	Did he stop or not do the activity?	Why did you think it was necessary for him to stop?

10/4/72
Social #19

OBSERVATION OF CHILDREN'S ANTISOCIAL BEHAVIORS

Antisocial Behavior	What "provoked the antisocial behavior? (including immediate situation, other child's behavior, child's state, etc.)	What was your response?

__________PRETENDS......

Pretends to be a mother:

What behaviors of child are like those he has seen his mother do often?

____

____

____

____

____

____

Pretends to be a father:

What behaviors are like those he has seen a man do?

____

____

____

____

____

____

Other "make believe" play:

____

____

____

____

____

____

Social #23 - 11/28/72

WHY AGGRESSION?

Is the child hot, hungry, tired or cranky?

Are there enough toys available for both (or all) children to play with?

What ages are the children?

Is child imitating aggressive behaviors he has seen other people do (peers or adults)?

Is one child getting more attention than the other?

Has one child been favored over the other (with praise, treats, toys, affection)?

Did someone take away something the child wanted (a toy, a cookie, a book)?

How long have the children been playing together?

Social #23
MO #25
11/29/72

SOCIAL VISIT # 18

Theme: Social rules and situations.

Purposes:

1. To continue discussion of what child knows and understands about his social world, relating discussion this week to social rules and situations.
2. To examine topic of social rules with mother.
3. To suggest again that child learns about his social world (and in this case specifically about social rules) by imitation (modelling) and positive reinforcement.

Supplies and Equipment:

"Pat the Bunny book (to be left in home for 2 weeks), magic markers and paper (to be left in home as gift), xeroxed readings and homework (to be left in baby book as reminder of discussion about social rules and situations.)

Procedure:

1. Reviewing Last Week's Visit
As a reminder of last weeks discussion of the C's understanding of language, you may
    a) play with C with picture book which was left last week- especially if M has filled in extra pages.
    b) go over comprehension homework. If M has not filled it out see if she can recall any examples and fill them in now.
    c) play with C with Pat the Bunny book. When going through book, first just read the instruction. If C understands and follows the suggestion read, this can be entered on comprehension homework sheet. If C does not understand, you (or M) perform the action and see if C will imitate. If he does, use this as an opportunity to stress how C learns through imitation or modelling. It might also be fun to extend the suggestions in the book by generalizing to real-like equivalents (flowers, books, rings, toy bunny,etc.) Leave the book for M & C to play with during next 2 weeks.

2. New topic for discussion
Your discussion and demonstration of the C's comprehension of language and of his reactions to new people (last week) illustrate 2 aspects of the social world about which the C is learning. This week, 2 other interrelated aspects-namely social rules and social situations- will be discussed.

Social rules differ from social "behaviors" (such as sharing, helping, cooperating, etc.) and social relationships" which are the more superficial, seemingly more trivial. I would suggest, however, that learning at least some social rules is an absolutely necessary part of the C's social development, for if the C has not learned certain basic social rules, rules for getting along in an American society, he will find it exceedingly difficult- if not impossible,

(cont.)

to make interpersonal contacts - and increasingly difficult as he gets older. Knowing rules is necessary for a mature person- though not sufficient.

It is not our responsibility to prescribe which social rules are essential for a child to learn- this is something that can be left up to the mother and father to decide. What we want to accomplish in this visit, however, is

a) to get the M (and F) thinking about the issue of social rules (what are the rules? how important are they? how rule-bound should a person be? etc.) and

b) to make sure they have available relatively effective methods of "teaching" desirable social rules.

Closely tied to the notion of social rules is the idea that different social situations determine the applicability of the social rules. There are rules for different public places (schools, stores, churches, parks), for different private places (bathrooms, kitchens, bedrooms, the back yard), on different occasions (birthdays, cocktail parties, picnics, funerals, when company comes to visit), and with different people (teachers, policemen, babysitters, family, strangers, friends). The interplay of social rules and situations creates a very complicated world- yet one in which it is necessary for the young child to learn to manoeuvor. He must become familiar with the rules- and develop the ability to switch "codes" when the situation changes. He is too young now to know more than a few very simple rules-- but it is not too early for the M to start thinking about how we can help him clarify the rules of his very complex social world.

To guide your discussion of social rules and situations, after this introduction, you and M together make up a list of social rules that M thinks are important for a C to know, say by the time he's 12 or some such age (form attached). Really let yourself go- it's fun! Also, relate the rules you think of to the C's present level of development (does he have any concept of such a rule yet, etc.). If the discussion goes will spontaneously, leave Xeroxed selections for M to read-- just to illustrate some rather subtle social rules that adults follow. If the discussion needs help- suggest some of the rules listed below--discuss how important M thinks they are and to what extent C has any awareness of them. (To think about situations in which particular rules apply, you might ask with each rule "except .....? or "Especially....? or "Unless....?") For further interest and illustration you might want to read aloud form the Xeroxed sections during the visit.

Examples of Social Rules (Rules of etiquette, of socialization)

Don't stare at people(especially when they are at close distance)*. Don't point at people. Don't talk about people in their hearing. These rules are important because they show that the individual does not regard other people as non-persons.

* See Xerox

9/19/72
(Social) (cont.)

Don't talk too loud.*-especially about "private", personal, intimate subjects.
Don't run and jump- in church, in school.
Don't play with another person's toys, unless you have his permission (respect property rights).
Don't take (or destroy) things that don't belong to you (ownership).
Be neat, clean, orderly. Brush your teeth. Wash your hands.
Be courteous, polite, well-mannered- especially to elders. (What does that mean? - Say "please", "Thank you", "excuse me"...)
Don't make loud, "uncouth" bodily noises (burp, belch, hiccough... you get the idea"!)- and if perchance you do, God forbid, ask to be excused.
Use appropriate social gestures- wave goodbye, nod "yes', shake head "no", etc.
Do not use inappropriate gestures- in public-e.g. picking nose or teeth -or thumbing nose- etc.
Do not spit-or get rid of excrement in public (toilet training, etc.)
Don't interrupt when people are talking.
Don't hit-unless hit first (self-defense?- by a bigger person? -unless you are a boy (masculine)?etc.
Show affection (kiss) your mother, (father?), grandmother-but not a stranger.
Don't use certain words- at least outloud or where other people can hear you- profanity, obscenity, taboo subjects (sex, elimination...).
Don't go out without any clothes on.. (and as gets older what specifically, to wear and where to wear it becomes socially important).
Take turns.
Don't masturbate (at least in public)?
Don't go into M & F's room (respect privacy).
Don't cry- especially if you're a boy? especially in front of people.

Homework Exercise (forms attached)

Ask M to pick out one or two social rules she would like to teach C during next two weeks (something very simple). Suggest that she ask other family members to cooperate. She is to use only 3 teachings techniques: but stress that she must use them consistently and all the time.

1. Modelling- demonstrating rule to C by her own behavior.
2. Ignoring C when he does not follow rule.
3. Rewarding him with praise and affection (or if necessary, tangible rewards like candy) when he does follow rule.

She should not use punishment nor deliberate and directive "teaching" (i.e. "say 'please'"; "say 'please' or I'll hit you").

Emphasize that even if M can't find time to fill out form, she certainly should try the exercise.

Spend some time going over the assignment with M to make sure she understands it. Suggest that she deliberately set up situations to elicite the "rule" behavior- to provide more opportunities for her to model and to reinforce.

4. Play

Bring out magic markers and paper and play with them with M and C.
Purpose a) to demonstrate imitation (modelling) by C
b) to provide prop-supported opportunity for 3-way social interaction. (The ink is washable so if it gets on hands and faces it will come off - and it's a fun game to draw faces on fingers, etc.) - but watch to prevent writing on couches and walls). Be sure to practice modelling and positive reinforcement yourself.
c) to leave a potentially social activity for M and C (and sib) to enjoy.

5. Preparation for Next Visit

Tell M what you'll be talking about next visit (the C's need for independence). Give her a copy of the program outline if you think it's a good idea - and tell her you'll be mailing her something on the subject to read before the visit.

Optional exercise - if you want to use it (probably before discussion) - make it brief, though.

Suggest that even at this age C already behaves differently in different situations - perhaps precursor of "code switching" - because he knows different behaviors are acceptable and appropriate in different settings. Demonstrate by participating in or setting up several differnet situations (e.g. outside in yard, in different rooms in the house, at a store, in the car) or when different people are present (you, sib, Father, grandmother, neighbor, etc.). Observe differences in C's behaviors (frequency).

SOCIAL VISIT # 19

Theme: The child's need for independence and autonomy.

Purposes:
1) To find out how social rule "teaching" is progressing.
2) To discuss C's need for independence: a) how it is expressed, b) how M can foster it.
3) To provide an independence-exploration situation.

Equipment: Bag of wrapped objects (book, raisins, lollipop, straws, rag, ball of yarn, wash'n dri, cotton balls, small toy or buttons)- all to be left in home as gifts for C.

Procedure: For this particular visit, the order of presentation suggested in the following outline is recommended.

1. Reviewing last week's visit

a) Go over homework exercise on teaching C's social rule with M. Find out if M was able to carry out the suggested techniques consistently and discuss her effectiveness and success - or lack thereof. If her "teaching" was not successful, see if you can figure out why it was not. Be sure to solicit her ideas. Questions or issues might include. Did she provide demonstrations of rule following- often? How often? Was she able to ignore rule-breaking consistently? Did she always reward (reinforce) rule following? Was the reinforcement she used really rewarding? etc. Then make suggestions for how she might try again during the next two weeks. If she appears to have followed the principles of modelling and reinforcement but is still having trouble, it may be too short a "learning period" yet.

Encourage her to continue the program for the next two week period. Also, suggest she supplement it with the following techniques (particularly if the rule she is seeking to teach is a negative one): 1) Modelling and reinforcing behaviors that are incompatible with the "bad" behavior-e.g. if rule is "don't hit", suggest she model and reinforce some positive social behavior like hugging or giving: and 2) removing the child from the situation or preventing situations in which rule breaking is inevitable-e.g. if M sees a situation developing in which hitting is certain to occur-because another child is taking away C's toys, or is hitting him first, she should interfere before C starts hitting- perhaps by giving him another toy by distracting him, or by giving him physical attention.

If your M has experienced success in her attempts to teach the social rule(s), ask her to continue the "treatment", and suggest she try the same teaching techniques with another rule or another behavior she wants to change. Go over with her how she should proceed.

If you have any doubts or questions concerning the implementation of learning principles in teaching the particular social rule(s) your M has selected, I think it would be most helpful for you to see me about it individually.

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b) If you left the optional exercise or the list of social rules for homework, go over them at this time. If you left the Xeroxed articles for M to read, and she want to talk to you about them or ask you any questions about social rules, do this now, too.

2. New topic for discussion: Independence

Developmental Context of Independence

a) Introduce topic by first briefly reviewing course of development regarding child's relationship with his mother. At first, as a newborn, the infant was unaware of people, but soon he became "socially aware"- and then he singled out his mother, because he saw so much of her, and she was so important in satisfying his needs and desires. and he became"attached" to her. For a while, probably, he wouldn't even let her out of his reach, or his sight, he followed her everywhere and held on to her a great deal. He cried when she left him. In recent months, however, this dependence on this mother seems to be diminishing (we hoped!) If a relationship of trust has been established, the child is now able to separate himself from his mother. This is the normal course of development, and the child's burgeoning independence should be encouraged. Only when he feels independent can the child leave his mother to explore his environment, and explore relationships with other people. The child will still need his mother- to provide a secure base from which he can venture forth to explore the world. It is important that he know her love and attention are always waiting for his return. But now it is no longer necessary that M remain close and constantly watching. He will return to her when he needs her. Meanwhile, it is important that he be given opportunities for exploration and experimentation on his own-times to be alone, to be free, to do things for himself. Page 1 of Xeroxed article which was mailed to mother gives one view of what is meant by independence and why it is important. If M has read article, refer her to this page; if she has not, read or summarize it.

Child's Expressions of Independence

b) There are many ways that C shows M that he's feeling independent. Go over (Behaviors related to Child's developing Independence) sheet. Talk about and check off which of these specific behaviors C has exhibited so far. Add other independent behaviors that C has shown which fit in the categories on the form. Put form in Baby Book, and suggest that M add more independent behaviors to the list or check those on the list when she observes that they occur.

Mother's Encouragement of Independence

c) When M observes C's various expressions of independence, there are a number of ways in which she can encourage him and foster his development of autonomy. She can give him lots of opportunities to play and explore alone without her intervention yet while she is still there.

As an example of how to set up an independence-exploration situation, present the child with the bag of wrapped objects, then leave him to play uninterrupted.* Mention to the M that the bag contains just some odds and ends-nothing of particular value, wrapped in pages from an old magazine. She could easily replicate the situation with a bag of gadgets gathered from arounf the house. If the C is in the habit of following M around all the time, still, perhaps it is because he doesn't have interesting objects to explore. Objects are especially effective in stopping the child's following of M if they are new to him- things he has not played with before. Suggest that when M has work she wants to do without being constantly bugged by the child, she put together such a bag of "goodies".

3) Refer to Xeroxed article mailed to M for next 4 ways of fostering independence, supplement your discussion with paraphrases or quotes from the article. Mother attitude is important. She must view child as distinct individual, think of him as independent and not an extension of herself.(p.2)

4) Mother should give C a certain amount of responsibility, let him do some things by himself (p.2,3). To do this effectively she must be able to assess his capacities, know what the situation demands, and find a balance so that he is given some responsibility but not overwhelmed by it. She should not push him, tell him, rush him- but should let him learn on his own. The Xeroxed selection "independence, responsibility and identity in other cultures" is relevant to this point. Read it or leave it. Examples of situations in which C can begin to be given responsibility, at this age, include feeding himself, dressing, grooming and putting away his toys (like the one you have just brought him- which can all go back into the shopping bag). Other examples are listed on the form "Little chores for _____", which is to be left for homework. Ask M to fill it out on 3 days in the next 2 weeks(tomorrow, in one week, in two weeks) adding any other "little chores: which occur. Apropos of "little chores:take a look at suggestions made by other mothers: Xerox-Encouraging Independence".

5) Mother should not be overly restrictive, controlling, restraining (p. 3,4). Curiosity and initiative and exploration may be innate but they are easily stifled if the C's environment (especially M)is too restrictive. There is also a homework exercise labelled "Restraints", which should be filled out for one day during next 2 weeks, to illustrate what is meant by restriction. Look at it now. If you feel comfortable, suggest that M may want to try a second day if she sees how many restrictions occurred in one day. Optional: try role-playing (you and/or M) to contrast a "restrictive" mother and a "Non-restrictive" mother. Perhaps the other of you can be the hypothetical "child" rather than using the real child. Also optional: leave Dr.Spock article- related to this issue.

We do not wish to imply that no restraints are needed. Of course, the child needs to learn limits. What we are proposing is that the child not be so restricted, restrained, and controlled that he has no freedom to explore or to express his independence.

[*Sue E.,Nancy, Vickie and Margaret- your bag contains pennies (washed) or buttons- check that that's ok with m.
Everybody- make sure M doesn't mind if C has raisins or lollypop.]

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5) Mother should encourage C's self-evaluation (p.4,5). This really applies to older children- but M may want to have it for future reference.

6) Mother should allow C some objects for his very own, which nobody else touches, which he can keep in his very own shopping bag.

3. **Farewells**

Remind M about homework and reading.

Tell her that next visit will be about responding to the child's initiative.

Find out if any days are out for scheduling social group get-together.

Pick up " Pat-the-Bunny" (unless it has been defaced beyond recognition) and, if you have not already done so, the "picture book" folder.

10/4/72

OBSERVATION OF_________'S PLAY WITH ANOTHER CHILD

Behavior	Check when behavior occurs
Plays alone--ignores other child	
Plays beside other child but does not interact	
Plays with same toys as other child	
Shares food, materials or toys with other child	
Touches other child affectionately	
Attempts to comfort other child	
Attempts to help other child	
Talks to other child	
Gives other child a toy	
Laughs when other child laughs	
Cries when other child cries	
Follows a suggestion made by the other child	
Hits other child	
Takes away other child's toy	
Pushes other child away	

SOCIAL VISIT #20

Theme: Responding to the Child's initiative.

Purposes:

1. To continue, amplify and/or clarify previous discussion about independence and autonomy, now relating it to a general and oft-discussed principle of this curriculum--the importance of responding to the child.

2. To discuss the importance of the mother's immediate response to the child's attempts to initiate a particular interation.

Equipment:

Roll of nursery-rhyme pictures which you should "detach" before the visit and some scotch tape.

Procedure:

1. Discuss homework: "Little Chores"and "Restraints" and articles which you left for M to read. Visit 19 was probably pretty heavy; consequently, this week you should spend more time on the notion of independence--going over the homework in some detail and reiterating the suggestions regarding independence that were made in Visit 19, especially with reference to the mother's observations of the child's behavior in the last 2 weeks. Suggest that responding to the child's bigs for independence is one aspect of maternal (or adult) responsiveness which is essential for the child's development. Go over Developmental Milestones if you wish, to illustrate other aspects of development for M to be aware of and responsive to.

2. Another form of responsiveness is responding when the C attempts to initiate some kind of interaction with her (which he may do quite often now). Talk about specific child-initiated interactions which the mother finds it hard (or easy) to respond to, and what she usually does. (C indicates he wants to play when M is busy, wants attention, wants physical contact, etc.) How does C usually initiate an interaction with her? How does she usually respond?

3. Suggest that for this week she set up the Nursery Rhyme scenes on a wall somewhere (like by C's bed) and whenever C indicates any interest in the pictures, she look at them with him, tell him a story about them, point out particular parts of pictures, say rhymes (attached), etc. Ask her also to keep a record of these interactions (form attached) observing changes over the 2 weeks.

4. Spend time putting up the pictures together. Let the C help.

Social
10/18/72

SOCIAL VISIT # 21

Theme: Peer and sibling relations: Prosocial behaviors.

Purpose: To observe and discuss the child's interactions with other children and to talk about ways of modifying or amplifying his social behaviors with peers.

Equipment: A selection of several toys from the social sheld including at least two identical toys.

Forms: Observation of_____'s play with another child (5 copies); Xeroxed Dr. Spock article on making friends; Xeroxed examples of prosocial behaviors (2 pages).

Procedures:

Before the visit, call the M and ask her to invite one (or two) of the C's playmates to the house for the visit.

1. Discuss homework and social activities of past week. If M and C were at the Halloween Party this could provide a good introduction to the topic for this visit.

2. Talk in general with M about her observations of the C's behaviors with peers, particularly focussing on prosocial behaviors (affection, giving helping, sharing, cooperating) since the next visit will be about antisocial behaviors. Use the Xeroxed examples to add interest to your discussion and jog the mother's memory about prosocial behaviors the child may have exhibited. Include in your discussion question about specific behaviors, their frequency of occurrence, the particular situations in which they seem most likely to occur (number of people, number of toys, child's state--e.g. tired, cranky, etc.) and the individuals who have elicited such behaviors (ages,sex, their behaviors, etc.)

Be sure to emphasize that at this age, prosocial behaviors with peers are very rudimentary and infrequent. One doesn't really expect a 20-month old to share his toys. But it is not too early for M to start thinking about this aspect of the C's social development. It is important for her to be aware of her child's interpersonal behaviors with other children if she wants to modify them and promote his social development. Therefore,

3. Give the children the toys you have brought and do observation exercise with the M of the C's play with other child or children. Fill out one form (10-15 minutes) for the study-child then do one 5-10 minutes) for the peer- to see if different. While you are helping M do form, keep up an ongoing oral description of events (e.g. what happens to single toys vs. double toys).

Leave 3 forms for homework. Ask M to observe while C plays with playmates or sibling during week. Suggest she try to get some variety of playmates (e.g. different ages).

Social
10/31/72 (cont.)

4. Talk about the possibility of increasing the C's prosocial behaviors if M wants to. Research on prosocial behaviors suggests some guidelines which M may apply in her dealings with C:

1. Materials

In the peer situation, present lots of materials that both children can play with like sand, play dough, blocks, paper, etc.-so conflict situation doesn't arise when both children want the same toy.

2. Time and watchfulness

Don't keep kids together too long at a time-probably less than an hour; keep an eye on them in order to end play period at an appropriate time (when children are getting tired and cranky).

3. Intervention

With young children, M can monitor play and mediate if necessary. When possible she should probably prevent disputes before they get started.

4. Practice don't preach

Don't force children to play "together" if they don't seem to want to; don't lecture them about what behaviors are socially desirable, but play with them, demonstrating prosocial behaviors by example (e.g. giving toys to other child, sharing, taking turns, expressing affection).

5. Wait for the "right time"

Don't force C to share his own toys, let him have possessions which are his very own. Let him know what's his is his. Sharing can be encouraged by allowing the child independence and possessiveness, while modelling generosity yourself. In time child will share spontaneously. When this occurs, make sharing rewarding.

You may want to make a list of these ideas for M to keep in Baby Book. Suggest M keep them in mind and perhaps try them out.

6. Leave Spock article for M to read. Remind her about homework.

Social
10/31/72

SOCIAL VISIT #22

Theme: The child's anti-social behaviors: jealousy and aggression.

Purpose: To consider negative aspects of social development and methods of dealing with them.

Equipment: Inflatable "punching doll; cookies; 2 puppets; spinning top.

Forms: Observation of Antisocial behaviors (3 copies); Xeroxed articles (6 pages) on sibling rivalry and violence (to leave); Baby Day Record.

Procedure: Before this visit, call M and arrange to have a peer or sib there for the visit, or take one with you.

1. Go over homework on observation of child's interaction with peers or sib during week. Discuss M's reaction to Dr. Spock article on making friends. Use homework about peer interactions as jumping off point for this week's discussion about antisocial behaviors which occur during such interactions. Find out if M observed any incidents involving antisocial or negative behaviors such as fighting, hitting,etc., when they occured, and how they were handled.

2. Lead M in discussion about children's exhibitions of jealousy and aggression.

Your discussion should be guided by the following questions, issues illustrations, suggestions, and demonstrations or exercises (I leave their integration to your sensitive ingenuity).

a. Questions and Issues. How do you feel when you see children fighting? Boys? Girls? (acceptable level of expression of aggression, excess energy, sibling rivalry, fatigue, age?) Did you ever feel jealous of a sibling? Why? (read article on Sibling Rivalry). What do you do when you see your child take away another child's toy? (managing control of aggression). How much you emphasize sibling rivalry should probably depend on the family constellation wiht which you are dealing.

b. Illustrations and suggestions. Draw from or read aloud Xeroxed articles on (Sibling Rivalry and Violence.) Emphasize that jealousy and aggression are normal and natural--in moderation-- but as C gets older it is essential that he learn to control expression of these impulses. The mother can provide the child with a model of behavior, verbal substitutes for physical aggression, and a setting which minimizes the C's feelings of anger and jealousy.

c. Demonstrations and Exercises. Provide opportunity for children to play together with your C's toys or whatever is around the room, while you and M observe incidence of antisocial behaviors on form entitled "observation of Children's Antisocial Behaviors." After about 10 minutes, try any or all of the following interventions, while M continues to record observations on form: (the goal is to demonstrate situations that minimize or maximize the occurrence of antisocial behaviors — aggressive jealous).

-Take away all the toys.
-Give children each a puppert.
-Take C's puppet away. (C refers to study child, P to his peer or sibling)
-Demonstrate "violence" with the "punching" doll ("Puncho"). (Punch him, scream at him, kick him, etc.)
-Give a cookie to peer only.
-Give a cookie to each child.
-Make C give his cookie to the other child.
-Give all your attention (and M's) to one child (P) and not the other (C). Praise him, hug him, etc. (Probably should be the peer rather than the M's own child for added effect)
-Give the top to P, show him how to play with it. Don't let C play.

After the exercise, make generalizations about the situations which provoke aggression (perhaps write them on the back of the observation form).

3. Leave 2 copies of this Antisocial Behaviors form for homework. (Also Baby Day Record). Suggest that M fill out during week—noting especially what situations maximize or minimize peer aggression or sibling rivalry. Examples of different situations for her to compare include: interaction with a younger or older peer (older should maximize aggression), interaction after 10 minutes and after 60 minutes of peer play, interaction when C is hungry, tired, cranky, etc. versus fed, rested, content, interaction when lost of toys are available versus few toys avilable.

Social
11/13/72

SOCIAL VISIT #23

Theme: Adults' social roles: children's social pretend.

Purposes:

1. To discuss variations in social roles of adults.

2. To illustrate how child tries out different social roles -- particularly parental roles -- in his pretend or make-believe.

Equipment:

Doll house and dolls, electric razor, purse filled with cosmetics, etc., comb, tie. A selection of books from the following (take whichever you like best): When I Big, When I Grow Up, The Day Daddy Stayed Home, We Help Daddy, The Daddy Book, Children and Their Mothers, Children and Their Fathers, What is a Mother? (This one may be left as a gift).

Forms:

"Why Aggression?" (1 copy), "_____ Pretends" (1 copy), "What is a Mother? What is a Father?" (1 copy); Xeroxed articles: "Should Girls be Raised exactly like boys?" "What are Girls?"; "Little Boy Blues", "A Father's Role".

Procedure:

1. The week in review: Go over Baby Day Record and homework. In reviewing last week's visit and homework on aggressive and jealous behaviors, stress that M should try to minimize frequency of situations in which these behaviors do occur (as long as they are not excessively frequent or violent) to accept them as natural, necessary, and even -- in our society -- as potentially positive and adaptive (Note adult need for a certain amount of competitiveness and standing up for one's rights and convictions). What child must learn as he gets older is to control physical expression of these aggressive impulses. M can help him learn this control by modelling non-violent behaviors herself, by talking to C about his feelings and acceptable expressions of these feelings, by providing acceptable outlets for aggressive energy (like "Puncho"), by supervising, participating in and guiding peer play and by intervening when she observes that peer situation is getting out of control, and by showing C how to play with other people by playing with him often herself.

2. There are numerous possible props for this visit -- I leave it to you to select the most appropriate ones for your particular mother.

These props include:

a) Xeroxed articles on sex roles in kids; one on a father's role (to be read at visit and/or left).

b) Photograph books (Children and Their Mothers, Children and Their Fathers) for pictorial contrast of maternal and paternal roles.

11/28/72 (cont.)

c) Book entitled "What is a Mother?" (Kids' ideas about maternal roles (Leave as a gift). May be used in conjunction with stenciled form "What is a Mother? What is a Father?" This should be filled out by M (and HV), probably during visit, as M thinks about her behaviors and activities that are distinctive from her husband's (or father, boyfriend, brother, etc. if no father is present in family) -- from the child's point of view. E.g. who folds the laundry? does the dishes? rakes the leaves? reads the paper? takes out the garbage? talks on the phone? etc.

d) A number of children's books which deal with the father's role or with occupational roles (and sex role sterotypes linked to occupations). You may both play with these books with the child, and talk with M about their validity.

e) A doll house and dolls, and various dress-up props for fostering C's pretend of social roles. (May be supplemented by objects from around the home - broom, mop, dishes and dish towel, F's pipe, books, etc.,etc.) While the three of you are playing with these toys, keep a record on the form "______Pretends" of C's behaviors which illustrate that he is playing at different social roles (like M, like F, etc.) Also ask M about such behaviors which she has observed in the past. This form should be left to be added to as M observes C's behaviors during next 2 weeks (sepecially when he is playing alone, e.g. with dolls).

f) This would be an interesting visit to invite the father to attend (or participate in) if you felt so inclined.

3. Aided by these props and exercises or just in spontaneous discussion, you should cover the following points or issues during this visit:

a) Children play at roles. Children try out or play at many different social roles, or aspects of different roles, when they are young. By the time they have reached adulthood they have generally assumed fairly consistent (even rigid) role definitions -- e.g. as a woman, a teacher, a mother, a plumber, etc. Mothers should encourage children's exploration of different roles, should encourage their pretend play and make believe fantasies, to increase their options in later adult roles.

b) Parents provide role models. At this very early age when their exposure is limited almost exclusively to parents and family, the most likely roles for children to play at are those of mother and father.

c) Adults assume roles. This raises issue of male/female roles (in parenting, in working; Women's Lib, etc.; raise as much consciousness as feels comfortable; share personal feelings, experiences, solicit M's opinions, descriptions).

d) How children learn social roles. (specifically, for illustration, sex roles). Most parents pay considerable attention to the sex-appropriateness (as they see it) of their child's behavior, rewarding responses that are appropriate to his sex and discouraging those that are not (deliberately or unconsciously). Parents are likely to encourage a boy to "fight back" if attacked by a peer, but they are more likely to punish

(cont.)

Social Visit #23 (cont.):

this kind of behavior in their daughter. If a preschool girl cries after losing a game, this reaction is likely to be accepted as appropriate for the "weaker sex", but a boy who shows tears is likely to be reminded that "little men don't cry." By age 5, most children are keenly aware of sex-appropriate interests and behavior. Presented with pictures illustrating sex-typed toys, objects, and activities (e.g. guns, dolls, cowboys, Indians, kitchen utensils), most 3-, 4- and 5-year-olds prefer those appropriate for their sex.

Social pressures also foster appropriate sex-typing of behavior. The culture provides considerable reward for accepting one's own sex role and punishment for the manifestation of traits appropriate to the opposite sex. Thus the boy is pressured to model himself after his father, the girl after her mother.

The basic components of sex-typing are undoubtedly acquired at home, largely through identification with, and imitation of, the parent of the same sex.

Theoretically, the degree to which the child adopts a parent's behavior is a function of that parent's nurturance and affection, competence, and power. If the parent did not possess these characteristics, the child woul not want to be like him, and would not acquire a positive identification with him. The ideal situation for the adoption of culturally approved, appropriate sex-role behaviors would be one in which the same-sex parent is seen as nurturant and possessing desirable characteristics, and both parents consistently reward sex-appropriate responses and discourage inappropriate ones.

There are also more subtle ways by which parents foster sex-typing: by the toys and books they provide (baseballs, chemistry sets, electric trains or Barbie dolls, nurse kits and tea sets), the clothes they dress the C in the opportunity for sports and activities they offer (skiing, camping, skin-diving, and football, or ballet, piano lessons, and baking brownies).

e) What role M desires for C - and the HV's position.

Behaviors which are generally sex-linked include aggression, emotional expression, dependency, etc. Discuss. Your position should not be to determine what are appropriate role characteristics for C, but to make M aware of the C's role development and of her own influence on this development (through reinforcement, demonstration, provision of objects and opportunities).

SOCIAL VISIT #24

Theme: Discipline.

Purposes:

1. To discuss general disciplinary strategies.
2. To find out if M has any particular behavioral problems with c.
3. To suggest appropriate ways of applying disciplinary strategies to problems.

Equipment: Optional (see Procedure #4).

Forms: Xeroxed: Creative Discipline that Works; Can you Teach a Dolphin to Type? ; Discipline Through Self-Regulation; What to do About Discipline? : From Birth to Teenage.

Procedure:

1. Go over homework form last visit.

2. Introduce topic for this visit. This topic is often an area of major concern for mothers of children at this age. Consequently, the popular press is really full of suggestions--which might be found more or less helpful by M. I have prepared a subset of these materials which deal with the issue of discipline on a fairly popular level. Familiarize yourself with these materials before the visit, and select which you wish to present to the mother, and think about the most effective method of presentation (reading, paraphrasing, just referring, open, unstructured discussion, leaving them for M to read, etc.). Illustrate as much as you can from your own observations-particularly in this home--of children's (potential) behavior problems, and parents' methods of dealing with them.

After duscussion of general disciplinary strategies, turn to specifics: what problems is this mother having with this child. Together with M, work out some suggestions for disciplinary techniques she might try, based on these Xeroxed materials. Leave M with suggestion that she might try out these ideas in the next couple of weeks and see how they go. Also suggest that she make a point of talking to other people (especially husband, mother, sister, neighbor) about how they would deal with these disciplinary or behavioral problems that M is bothered by, to see how opinions differ.

3. If you can work it out in a nonthreatening way--see if you and/or M can role play disciplinary techniques as you think of them or describe them. Make sure M can perform the disciplinary acts:

4. The "entertainment" section of this visit is up to you. You might like to take a cake, some toys, some children's records, or your pet hamster; or perhaps you'd like to plan an outing--downtown Christmas shopping, or whatever. If you need help with supplies, see me.

Social #24
12/4/72

SOCIAL VISIT #25

Theme: Playing together; social activities.

Purposes: To add to M's repertoire of potentially fun activities which family can participate in.

To have a relaxed, enjoyable "social" visit.

Equipment: Materials for playdough, action book, Is this You? (gift).

Forms: More fun things to do, umpteen pages of games, rhymes- activities, songs, etc.,Xeroxed (Activities Packet"); social diary.

Procedure:

1. Review homework.

2. Having familiarized yourself before hand with the contents of the activities packet, present some of the ideas therein to the mother, and leave her these materials to use over the next months.

3. Play with books. Is This You? while really for an older child, could be used by M with C.

4. Make and play with playdough. Recipe:

2 cups flour
1 cup salt
1/2 cup water

Flavor with baby powder, cinnamon, nutmeg, or oil of cloves. Use a newspaper on table, floor, or breadboard.

5. Encourage M to do these activities (or others that these suggest to her) and to keep a record on the social diary form.

Social
12/15/72

SOCIAL VISIT #26

Theme: Understanding and expressing anger and affection.

Purpose: To discuss and think about issues in the emotional expression of parents and children.

Equipment: None.

Forms: Xeroxed: Emotional Expressions, How much affection should you show your children (Spock). Feelings and Actions, Negativism: This face is happy, ______Gets Angry, Physical Affection.

Procedure:

1. Go over homework form last visit (social diary). Encourage M to keep diary through January.

2. An important subsection of "social development: is "emotional development"--how the child learns to understand his own and others' emotions and learns to communicate his feelings to other people. The excerpt "emotional expressions" suggests some issues, regarding how emotional expressions develop, for discussion.

3. One of the most troublesome emotional developments at the age the child is now is "negativism" or "temper tantrums." These are inevitable by 18-24 months and continue till the child is about 3 years. They may be the result of specific frustrations or may be indulged in by the child just for "fun." They are most frequent when the child is tired, over-stimulated or ordered about too much. They will be most likely to persist if they are reinforced by adult attention or acquiescence.
   Ask M about any temper tantrums or negativism she sees in her child's behavior.
   Read "negativism" and "Feelings and Actions" and discuss.
   For homework ask M to keep a record for a few days of C's expressions of anger and her reaction (________Gets Angry).

4. On the other hand--the expression of positive emotions can cause problems too--especially for parents. There may be times when it is difficult for parent to know how physically affectionate to be--for mothers with sons, fathers with sons, father with daughters and so on. Perhaps the M has already noticed conflicts between what she feels and how she thinks she ought to behave.

1/3/73 (cont.)

Perhaps she has seen families where affection is never expressed openly, or by contreast, families where there seems to be "too Much" hugging and kissing. Perhaps M has initiated affection with the C only to be rebuffed. These are some issues to discuss in this area.

Read Spock's article "How much affection should you show your Children?" and discuss reactions.

Give M "Affection" form for homework.

5. Finally, if time permits, look at "This face is happy." Describe the experiment summarized at top. Ask M if she has noticed instances when her child appeared to empathize or understand another person's emotions (perhaps her own.)

   Probably her child is too young now to understand the "game: of pointing to the appropriate face when a situation ("short story") is described, but suggest that she save it for a few months and try it again, and in the meantime she might like to try it out with any (slightly) older children she knows.

1/3/73

_______________ Gets Angry

What makes child angry?	How does he express the anger?	How does mother respond?

Physical Affection

Keep a record for one entire day of each time you express affection to the child by some kind of physical signal (a hug, a kiss, a pat, etc.). Each time, note:

How was affection expressed?	How did child respond?

SOCIAL VISIT # 27

Theme and Purpose: Review of Visits 17 through 26 and preparation for assessment.

Equipment: It is entirely up to you what toys to take; probably taking the camera (Polaroid) would be a good idea, and possibly some food for a "Party."

Forms: Again, it is up to you. I would suggest you try to cover exercises and readings that were missed; Baby Day Record and stamped envelope.

Procedure:

1. Review homework from last visit.

2. Prior to the visit, go through your notebook to refresh your memory about what was covered in this section of the program. It might be good to write out a review "checklist" to leave with the M. During the visit, you may want to leaf through the Baby Book commenting on aspects of the curriculum which it reminds you of. You should also give M opportunity to ask any questions she has.

3. Have a "birthday party." Remember the first one?

4. Tell M about assessment period -- what to expect.

5. Give her Baby Day Record to fill out and mail back to us. Remind her of ways to keep observing and fostering C's social development.

1/5/73

SOCIAL VISIT #28

Theme: Children's fears, and how parents can help children overcome them.

Purposes:

1. To examine common fears of children at this age and particular fears of this child.
2. To discuss how parents' attitudes and behavior can alleviate these fears.

Equipment: Scary Halloween mask.

Forms: (xeroxed): Normal Fears; Children's Fears; the Dangers of Hiding the the Truth from Children; Things that Go Bump; All About Witches, Ogres (These selections are from Selma Fraiberg's very entertaining book The Magic Years. If your M is turned on by reading stuff, she may borrow a copy of this book-see me); A Voyage to Brobdingnag; Helping the Child Overcome His Fears; ______ is Afraid; Frequent Fears.

Procedure:

1. Since this will be your first visit post assessment #3, spend some time catching up on what's been happening in the family. Take a look at the social diary. Find out how the assessment visits were received. To introduce theme for this visit inquire as to whether child evidenced any fears during this period (of new experiences or of previously familiar and comfortable objects or occurrences.)
2. Use the list of "Frequent Fears" to jog M's memory about possible fears C has or has had. Point out that such fears are completely normal in young children--in fact, the number of fears a child has is correlated with his intelligence. Only if fears are very persistent or excessive is there cause for concern (in which case parents should seek professional counsel). Ordinarily, however, fears will dissipate naturally as C outgrows them, if they are handled reasonably and rationally by parents. The way to "cure" a fear is not to force the C to overcome it by exposure to the fearful situation.. It is best to realize that fear is not necessarily a bad thing- maybe adaptive. Should respect C's tendency to withdraw. Give in to him/her.
3. Use the xeroxed materials (except "The Dangers of Hiding the Truth") as basis for discussing other parents' treatments and professional recommendations for the treatment of fears.

2/28/73

Social Visit # 28 (Cont.)

4. For illustration of elicitation and elimination of a particular fear, use the Halloween mask (put it on in another room and rush in suddenly growling loudly; rush up to C and say "boo:"). Based on past experience, I would predict that a child this age will show some fear (although much younger children do not). If C shows no fear, discuss his prior experience with masks (Halloween, Santa Claus, Etc.) If he is afraid take off the mask, show him what it is, let him play with it, if he wishes, let him stay close to M and have her show it to him, see if you can get him to laugh at it, etc.

5. Show M the "_____is afraid" form and fill in a few examples that she has observed. Ask her to keep the form and fill it in whenever she notices the C is afraid of something. Leave the xeroxed articles for her to refer to if she cannot remember the best way to handle the fear. Let her read "The Dangers of Hiding the Truth" on her own.

2/28/73

SOCIAL VISIT #29

Theme:

The development of a primitive conscience: Self control.

Purpose:

To discuss impluse control and how conscience developes, with emphasis on evidence of such development in this particular child.

Equipment:

None.

Forms:

Xeroxed: Building a Conscience (Fraiberg). ________Shows Self Control.

Procedure:

1. Informal discussion about social-development-related happenings, problem issues, in the last month, and check on ongoing homework exercises.
2. In this visit and all subsequent ones, instead of providing a particular play opportunity (taking toys, etc.), let M and C suggest game or activity in which you can join, and play that for a short period.
3. Introduce theme of visit. Go over Fraiberg reading on "Building a Conscience." Discuss.
4. Fill out some examples of the child's impulse control which M has observed on form "________shows self control." Ask her to keep record for next month.

3/8/73

Post-Social Visit #29 Phone Call

1. General discussion about C's social experiences in past couple of weeks. Focus on "what's new?" (especially in peer interactions).

2. Specific discussion about C's developing self control (homework record).

3. In preparation for next visit on C's friendships with other children, ask M to observe at least one peer interaction informally, and to record what happens- in form of brief running record (notes). Offer to send her checklist ("Peer Interaction Checklist") of kinds of behavior to look for.

3/8/73

Frequent Fears of 2 - 3 Year Olds

Loud noises--trains, trucks, thunder, flushing toilet, vacuum cleaner, "boo"

Big objects

Dark colors

New things or arrangements--e.g., new bed or crib moved to new place, new moving to new house, etc.

Disappearing into the unknown--fear of going down the drain or toilet

Separation--from mother, especially at bedtime

Rain, wind

Animals--especially wild animals

Water, the ocean

Sudden movement

The dark

Airplanes

Unusual sight--especially human, e.g., Santa Claus, Halloween mask, an odd hat on mother

Nightmares

Social Visit #30

Theme:

Forming Friendships

Purpose:

1. To observe and discuss C's relationships with other children.
2. To relate these relationships to adult friendships, particularly between M and her friends.

Equipment:

None.

Forms:

"Observation of ________'s Play with Another Child" (from Visit 21) - 8 copie

Procedure:

1. Usual informal discussion covering events of past month, current problems and issues, homework exercises, etc.
2. Introduce topic for this visit by asking M about how she chooses friends. What are the personal characteristics of the friends? Are they similar to or different from her? In what ways? — research suggests that we do select friends who are similar in emotional state, needs, attitudes, personality. What does she get out of her friendships (support, agreement, approval)? When does she want to be with friends (in times of stress, hunger, fatique, illness, anxiety, uncertainty, after isolation, etc
3. Relate this discussion to one about the child's apparent preferences among other children he has met. (e.g. at "social parties"). Who does he like to play with? When? Why? Has he formed specific attachments to his peers yet? (probably still too young) How do his relationships with peers seem to relate to his relationships with adults, especially M?
4. If possible arrange to have 2 or 3 other children present, or take a trip to see them (maybe at a playground). While children play together, you and M observe and fill out "Observation of ______'s Play with Another Child" for a number of different children. Compare these observational records, and see if you can confirm M's generalizations about who C likes playing with or make up some new generalizations.
5. Also compare these records with those made during or after Visit #21, when C was about 21 months old. Look at changes with increasing social development.
6. Leave M some forms to use for more observations during next month.

April, 1973

SOCIAL VISIT #31

Theme: Social development in review.

Purpose: To trace overall course and trends in C's social development observed since the beginning of the program/

Equipment: None.

Forms: Social Developments; Social Development Issues.

Procedure:

1. Usual chat about past month's activities, problems, homework.etc.

2. Play with C at his own game.

3. Contrast his social behaviors toward you now with what you remember of his behaviors at your first visit to introduce theme for this visit. Prior to the visit spend some time going over the social curriculum-from the beginning- and think about what concepts therein need emphasizing for this particular mother and child. During the visit you and M make up a chart (on Social Developments"form) which summarizes the C's social development throughout this period of the program. While you are doing this, incorporate discussion of concepts of maternal behavior of the child that you feel are important, and relate them to the C's current level of development . You may want to look through the Baby Book for data for the chart. Include such social developments as are listed on Social development Issues-but adapt to the level of your M and use specific behavioral examples to illustrate these issues, problems, or milestones.

Post-Social Visit #31 Phone Call

1. General inquiry about social happenings, issues, or problems.
2. Next visit will be last, so prepare M for discontinuation.
3. Offer to send her a copy of "How to Parent", a popular book with some practical suggestions about child rearing, which we hope she will enjoy. It deals with development of older children as well as infants, and can be useful for her after the program ends.
4. For next visit suggest that M think ahead over the next few years-about the child's "social future", about her plans for him and for herself. Perhaps you might suggest she write a short description of how she would like her child to be at age 5 or 6, and then jot down strategies which she thinks would facilitate this development. This is a consciousness raising exercise.

5/14/73

SOCIAL VISIT #32

Theme: The child's social future.

Purpose: Toppeepare M for future issues, problems, and changes in the child's social development.

Equipment: How to Parent (to leave as gift)

Forms: Margaret Mead Answers, Classroom Inventory, A Complete Guide to Setting Up a Play Group for Preschoolers, The New Look in Nursery Schools, Choosing a Preschool.

Procedure:

This is your final curriculum visit, and your goal should be to give the mother some awareness of issues in social development which she will have to face in the future, and some "ammunition" for dealing with them. In particular, you should discuss expected changes in C's social relationships, goals for C's future (social) development, and future social enviornments (i.e. nursery school,etc.) in which C will likely find himself. The book and xeroxed articles should provide you (and M) with information about these issues. How you wish to present the material is up to you. One exercise which might be helpful is to fill in the last page of the Classroom Inventory together. This should list the desirable characteristics of teachers and of peer interactions which one should lookfor in a preschool program. or conversely, the undesirable characteristics to avoid. In some ways this will provide an articulation of the principles of the social curriculum and the behaviors which suggest the principles. If the M has written a description fo how she would like her child to be at 4 or 5 or 6, go over this description and the strategies she has mentioned, adding other strategies which are necessary to accurately reflect curriculum principles.

Prepare M for final assessment.

FAREWELL

When you thank M for her participation tell her we will send her results. Warn her that it will be at least one year (for Wave I, two years) before they are available. So if she does not hear from us for awhile, she shouldn't give up.

5-14-73

ADDENDUM: (to all Visits #32) -

Post-assessment, make a final visit, Visit #33, a kind of interpersonal farewell to your mothers and babies.

The visit will be brief, perhaps one-half hour, and can be used to deliver final bonds, chat with M about the project's termination and maybe, if need felt, to discuss the assessment just completed.

This may be a good opportunity, if you haven't already done so, to tell M about "The Open Home" gift and discuss, using a sample copy, means this gift might offer for enriching her child's learning opportunities as he changes and grows.

6/15/73

Peer Interaction Checklist

Sharing toys

Taking turns

Hitting other child

Taking away toy other child is playing with

Whining or crying

Hugging, kissing, or touching other child

Ignoring other child

Watching other child

Imitating other child

Offering or giving toy to other child

Talking to other child

Assessment Descriptions

About the Social Assessment

Procedures

The major part of the visit is spent doing a "natural home observation" for about one hour. During this time mother and child are requested to "do what you would ordinarily be doing and just forget that I'm here." The purpose of this procedure is for us to get a record - as much as we can - of how the child usually spends his time: what activities he engages in, how he plays with toys, what people he sees and interacts with. The only difficult part of this procedure, for M and C, is that it is hard at first to ignore the observer. But you should stress that it is important to do so, because this is the only way we will find out how children behave when they are not "performing." The M should be encouraged to act as naturally and spontaneously as she can since her behaviors will affect the C's reactions.

The other part of the visit consists of procedure to elicit the child's reactions to strangers - usually an unfamiliar adult female, who may be the observer, (During Assessment #3 - the strangers are a mother and her young child). During these procedures the mother's cooperation will be needed - as she will be instructed by the observer where to sit, what to say, etc. Finally, the child's "attachment" to his mother is assessed by having the mother leave his side, leave the room, and - briefly - leave the house.

Variables

The main focus of the social assessment is on the C's social behaviors - to M and strangers, measures include behaviors such as looking, vocalizing, playing and touching - how often, how long, and when they occur.

About the Play Assessment

Procedures

The major purpose of the playroom visit is to observe how children play with and use objects. Some of the observations are of children's free play. Others focus on pretend play and how children respond at different ages to Pretend Play suggestions or Pretend Play materials. In other parts of the play room sequence we present the children with particular problems such as building a tower with blocks, or stringing beads.

We are also interested in the way mothers play with their children and in the way children respond to a playtime with mother. After watching the child play alone with one of the toy sets we ask the mother to join in.

Variables

We observe what children do with different objects. When a child is given a duck puzzle he might pretend with the duck, he might put it into the puzzle, or he might give it to his mother. We study the toys children prefer and how long they play with them. In addition we measure whether they smile, or vocalize while they are playing.

OVERVIEW

Mother Only - Mother As Research Assistant

The defining characteristic of the Mother Only intervention group is the creation and maintenance of a warm relationship with the mother to the exclusion of the baby, with whom the home visitor will take the attitude of a pleasant but distant adult. The model for the mother's rôle is that of research assistant, collaborator and observer. She is viewed as a source of information about the baby and about her own reactions to the baby's behavior. From this foundation a continuing structured effort will be made to open channels for communication in both directions by providing the mother with different focuses and techniques for observing her child, herself and her family as well as a framework within which to integrate her observations in guided discussions with the home visitor.

Although the roles of mother and home visitor will remain the same throughout the program, different discussion areas will be highlighted according to a rotating schedule which will cover the areas of language, play and social development. Superimposed upon this will be general discussion topics derived from the Baby's Day Record and descriptions of first events kept by the mother. These will be used to draw the mother out of herself and into exploring different aspects of the multiple roles of mothering.

Toys in the home, which are similar to those of other curriculum groups will be used when called for in the curriculum. The mother will have the responsibility of presenting them to the child as they are incorporated into the various tasks asked of her.

The visit itself will be roughly divided into three segments: 1) a TV observation period where the mother is asked to go about her usual activities, 2) a discussion of the mother's observations during the preceding week and 3) a post-observation discussion period dwelling on the subsequent week's area of interest and any unusual or interesting occurrences noted during the observation.

MOTHER ONLY INTERVENTION

forms

Curriculum Overview

- Home Visit 1
  - Play description cover sheet
  - Play description sheets
  - Baby book
  - Baby Day Record Sheets
  - Baby Day Score Sheet
  - TV observation sheets
  - TV characteristics
  - TV questionnaire
- Home Visit 2
  - TV observation
  - TV characteristics for Baby Day Record
- Home Visit 3
  - Baby Day Record
  - Children's Games form
  - Xeroxed Knee Bouncing Rhymes
  - Baby's Firsts sheets
  - TV observation
  - TV characteristics
- Home Visit 4
  - Imitation form
  - Laughter form
  - Baby's Firsts
  - Baby Day Record, P.M.
- Home Visit 5
  - Baby's Firsts
  - Baby Day Record, A.M.
- Home Visit 6
  - TV observation
  - TV characteristics
- Home Visit 7
  - Developmental Milestones
  - Make Believe
  - ____'s Language
  - TV observation
  - TV characteristics
  - Baby Day Record
- Home Visit 8
  - Language forms
  - ____'s Language
- Home Visit 9
  - Baby's Firsts
  - Nursery Rhymes
  - TV characteristics
- Home Visit 10
  - Developmental Milestones
  - TV observation
  - TV characteristics
  - How Does Your Child Tell You?
  - How Can You Tell?
- Home Visit 11
  - Baby Day Record
  - Play Description sheet
  - Poem--Recognition
  - TV observation
  - TV characteristics
  - Baby's Early Words
- Home Visit 12
  - Baby Day Record, A.M.
  - Play Description sheet
  - 2 Adult/child forms
  - TV characteristics and Rating form
- Home Visit 13
  - Baby Day Record, P.M.
  - 50 Word List
  - Baby's Firsts
  - Play Description sheet
  - Adult/child play
- Home Visit 14
  - Baby Day Record, A.M.
  - TV observation
  - TV characteristics
  - Coding sheet for Baby Day
  - 50 Word List
- Home Visit 15
  - Three play forms
  - Poem-Recognition
  - TV observation
  - TV characteristics
- Home Visit [illegible]
  - Poem-Recognition
  - Developmental Milestones
  - TV observation
  - TV characteristics
- Home Visit 17
  - Baby Day Record
  - Attration-Aversion
  - TV observation
  - TV characteristics
  - Play forms

Home Visit 18
- TV observation
- Yes-No Inventory
- Many Uses Form

Home Visit 19
- TV observation
- Developmental Milestones

Home Visit 20
- Word-Type Questionnaire
- TV observation
- TV characteristics
- Baby Day Record, A.M.

Home Visit 21
- TV observation
- TV characteristics
- Baby Day Record, P.M.

Home Visit 22
- TV observation
- TV characteristics
- "Behaviors Related to Child's Developing Independence"

Home Visit 23
- Little Chores; Restraints
- Xeroxed: Encouraging Independence; Independence; Independence, Responsibility & Identity; Will Your Child Be a Conformist?
- TV observation

Home Visit 24
- Observation of ___'s Play With Another Child
- Xeroxed: On Making Friends (Spock); Examples of Prosocial Behavior

Home Visit 25
- Observation of Antisocial Behavior
- Why Aggression?
- Xeroxed: Sibling Rivalry; Violence
- Baby Day Record
- TV observation

Home Visits 26-27
- Review
- Postscript sheets
- TV observation

Home Visit 28
- TV observation
- Play observation
- Developmental Milestones
- Baby Day Record

Home Visit 29
- Developmental Milestones
- Communication Questionnaire:
  - What Do You See?
  - What Do You Want?

Home Visit 30
- ____Pretends
- What Is a Mother?
- What Is a Father
- Xeroxed: Should Girls Be Raised Exactly Like Boys?; What Are Girls?; Little Boy Blues; A Father's Role

Home Visit 31
- Xeroxed: Emotional Expressions;
  - How Much Affection Should You Show Your Children? (Spock);
  - Feelings & Actions; Negativism;
  - This Face Is Happy.
  - ____Gets Angry
  - Physical Affection
  - Normal Fears
  - Children's Fears; The Dangers of Hiding the Truth from Children;
  - Things That Go Bump
  - All About Witches, Ogres
  - A Voyage to Brobdingnag
  - Helping the Child Overcome His Fears
  - ____is Afraid
  - Frequent Fears

Home Visit 32
- TV observation
- Developmental Milestones II
- Xeroxed: Margaret Mead Answers; Classroom Inventory; A Complete Guide to Setting Up a Play Group for Preschoolers; The New Look in Nursery Schools; Choosing a Preschool;
- Assorted Language forms
- Sample copy "The Open Home"

MOTHER ONLY - MOTHER AS RESEARCH ASSISTANT INTERVENTION GROUP

HOME VISIT #1

Purpose

1. To introduce the project to the mother and to start to get to know her, and her you.
2. To explain that we are interested in all aspects of a child's development and that we feel that mothers are an excellent source of this information.
3. To introduce the Baby Book and Baby Day Record and the idea of observing and recording baby's firsts.
4. To acquaint the mother with the nature of the TV observation period.
5. To begin a discussion of children's play: a child's play is a learning process, and the kinds of things a child learns through his play.

   To present the mother with a simple vocabulary to describe her child's play and to explain the mechanisms for the first observational task.

Equipment

For child: Laundry basket to hold things such as a: drum, keys on a fuzzy ball, three balls, doll, pull toy-dog, car, pot, measuring spoons, whisk, pail, hat. We supply the laundry basket; M and HV fill it with things from the home.

For mother: Play description cover sheet plus 5 play description sheets, Baby Book and a set of Baby Day Record Sheets.

For home visitor: Stop watch, TV Observation sheets, TV characteristics and general TV questionnaire.

I. INTRODUCTION

The home visitor asks the mother if she has any questions about the project and explains that she will be coming once a week for four months, and then less frequently, perhaps once or twice a month for the next year. You may use this time to establish a regular day and time for the weekly visits, although an appropriate time may best be selected after the mother has a better sense of the nature and pacing of the visit. However, do not forget to arrive at a mutually convenient time before leaving.

II. EXPLANATION OF THE PROGRAM AND THE ROLE OF THE MOTHER

We are studying patterns of development. Each child does things in his own way and in his own time and it is by observing the special and unique characteristics of individuals that we learn about the many different patterns of development, patterns that, variable as they are, often bring children to the same place in the end. Our goal is to learn how to help young children develop their abilities to solve problems about the way things work and go together, about how to communicate, and about how to have good relationships with other people.

10/3/72
MO (r)

Although I will spend part of each visit observing your child, we are hoping that you can help provide us with a window into your baby's life during the many hours we are not here. We have found that mothers are really excellent sources of information about their children. Sometimes I may ask you to recall events that may have happened a while ago, other times we can talk together about things that happen every day. Sometimes, you and I can talk about your child's behavior in general and again at others I will ask you to take a few minutes during the week to record some very specific kinds of behavior for us to look at together. You will probably enjoy looking at your baby's behavior in different ways.

III. SHOW THE MOTHER THE BABY DAY RECORD

Explain that you would like her to fill it out for the week-day before your next visit. Let her leaf through it and explain anything that she might have questions about.

For this first visit we will not have a formal Baby's Firsts Sheet. However, we are interested in slowly developing with the mother the range of events which can be included under Baby's Firsts.

This is discussion time. The floor is open:

Suggested topic: Baby's First Birthday

You may want to lead into this with observing that it was the baby's birthday fairly recently and asking if the family did anything special to mark the event. (Be careful not to stress birthday party immediately as not all families need have chosen this type of celebration).

Suggested questions to start and continue the conversation:

1. Did you have a cake?
2. Were there candles?

   Has B ever been asked to blow out candles before?

   What was B's reaction?
3. Did you sing Happy Birthday?

   Was B familiar with the song?

   What was B's reaction?
4. Did friends come over?

   Were their children B's age?

   What was B's reaction?
5. When did B first play with children his age?

   What was B's reaction?
6. Did your family come over?

   Does B see these people often?

   What was B's reaction?

7. Were there a lot of people?

   Did B get excited?

   What was B's reaction?

   Has B been with a lot of people before at parties or get togethers?

8. Did B get presents?

   How did B react to them?

   Did he open the packages?

   Was this the first time B opened presents?

   How did he play with them?

   Were some very different for B?

   If there were a lot, did you save some for another time?

9. What was the celebration like for you, for B's brother or sister, etc.?

Do not memorize these questions. They are just to show you how you can branch out from one topic. You may want to talk about B's first experience with people: specific individuals, being in a large group, being with small children B's age, familiar people with masks, Santa Claus, a man with a beard, B's reaction to strangers, or objects: new toys, candles or fire like a fireplace, wrapped packages; B's reaction to new objects, how B explores them: large events in general, holidays, e.g. Christmas and its accessories (not everyone in the group will have celebrated Christmas): the weather: these children are winter babies. You could inquire about the weather the day they were born and on their birthday then lead into whether or not they have ever played with or felt snow. Throughout, emphasize B's reactions to something new and M's reaction to B's experience.

IV. INTRODUCE THE OBSERVATION PROCEDURE

Beginning with the next visit, you would like to observe the baby for approximately 20 minutes during which time you would like the mother to go about her normal activities and try as much as she can to forget you are there. Asking the mother to pretend you are a piece of furniture is a humorously received description of the background you are asking to slip into. Explain to M that you will do the observation when you first arrive. Explain that while you are observing you will be making notes on B's behavior and that you will just follow him around wherever he happens to be. The first time it may be necessary to explain that although you will be looking at the baby you will not go up to him if he should want or need attention. The purpose of these observations is to study how young children respond to TV. During part of the visit, you would like the TV set to be on and during part it would be off. Try out a 10 minute observation (TV on). Make sure M understands that B does not have to stay in TV room and that it is all right if he ignores the TV.

V. BEGIN A DISCUSSION ON CHILD'S PLAY

After the observation start a discussion with the mother about the baby's toys, and objects the baby likes to play with. You will undoubtedly have observed where some of B's toys are located or kept and some things that he does with objects. You might start observing that B played with ____________ while you were watching and comment on what he did with it or them. Refer to Play Intervention Home Visit #1 interview for leading questions about the baby's play and responses to objects. This discussion should be informal and the responses are not recorded during the visit. Introduce the toy basket and with the mother gather some things from the home to put into it (suggest things you noticed during your observation, or ask M to suggest some of the baby's playthings).

After a pleasant discussion, the home visitor shows the mother the play observation cover sheet and form, reading it through with her. The home visitor explains that this is a simple way of remembering what toys the baby plays with, how he plays with them and which were his favorite activities and toys. Suggest that it will be interesting to see just what babies do with toys and which they prefer. The mother may enjoy seeing how the activities change as the baby grows older. Each week you may ask the mother to observe something different with or without toys. This week you would like it if the mother could watch her baby play with the toys in the basket for about 10 minutes 5 days of the week and write down on the play forms the baby's activities with them, using a new play form each day. The home visitor then fills out the five play forms with the list of toys in the basket and leaves these forms with the mother.

VI. BEFORE LEAVING

Before leaving be sure to arrange for the time, day and date of the next visit. Express your pleasure in the present visit and your anticipation of future enjoyable times together.

MO - HV #1 (cont.) "WHAT TO DO IF . . . .?"

1. The baby wants to play with you:

   a. If the baby looks at you or approaches you, smile at him/her; you don't want to be frightening, but try not to initiate your own social game.

   b. If the baby offers you an object while standing close to you either ignore it or take the object without exclamation and leave it available for the baby without making a grand gesture of offering it back.'

2. If the mother questions you about what you are looking for during the observation:

   Explain that you are interested in how the baby behaves, his interests, preferences and habits and you are recording his activities during the time you are observing him.

3. If the mother asks about the study:

   Explain that the mothers and babies that are taking part in the study were divided arbitrarily into different groups each with a different emphasis. The activities in one group stress toys, in another, language, and in a third doing things with people. When you observe her baby you will be trying to pay equal attention to all these activities. Similarly, I will be interested in sharing with you your own observations of many different aspects of your baby's activities.

4. If a sib is present:

   Be pleasant, but distant. Siblings should not be much of an interference in this group.

5. If the mother asks how the baby is doing.

   a. Respond with pleasure and assurances that you enjoy observing the baby and learning all about him.

   b. Refer to 3 Only group 'What If...' Part 2 of the same question.

10/3/72
MO (r)

Here are some descriptions of children's activities. You will find that these activities will change as your child grows older and also with the different toys we provide. You may find the list of activities on this page helpful in describing how your baby plays with the toys. But any word which best describes your child's play will do as well.

give
take
offer
throw (to a person)
show

finger
bang
shake
squeeze
dump out
put on
touch
fling
twist
topple
take off
put in
take out
open/close
push/pull

feed
stir
pour
wash
comb hair
dress
sleep
ride
hug
kiss
drive with sound

fit
take apart/pull apart
sort
match
clap
line up.

Play
10/1[illegible]/72

PLAY DESCRIPTION SHEET

DATE ____________________ TIME ____________________

TOYS	ACTIVITIES
During this period, which were your child's preferred playthings?	Which were his/her preferred activities?

Name ______________________

Date _______________

TV OBSERVATION

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1. M in same room as B																					1
2. M look B																					2
3. M smile B																					3
4. M talk B																					4
5. M hold B																					5
6. M pun. B																					6
7. M rest. B																					7
8. M play B - toy																					8
9. M play B - soc/phys.																					9
10. M play B TV																					10
11. M appr. resp.																					11
12. M att. B needs																					1.
1. B looks M																					
2. B smiles M																					
3. B phys. cont. M																					
4. B request att. M																					
5. B voc M																					
6. B voc no one																					
7. B wanders																					
8. B play - toy																					
9. B eats																					
10. B cry or fret																					
1. sib in same rm. as B																					
2. B looks sib																					
3. B smile sib																					
4. B hit sib																					
5. B play sib - toy																					
6. B play sib - soc/phys																					
7. B voc sib																					
1. TV on																					
2. M in TV room																					
3. M watch TV all																					
4. M watch TV part																					
5. B watch TV all																					
6. B watch TV part																					
7. B att. program																					
8. B part. vocally prog.																					
9. B part. phys. prog.																					
10. B att. comm.																					
11. B part. vocally comm.																					
12. B part. phys. comm.																					

9/5/72
MO

Name ____________________

Date 2/13/74

TV CHARACTERISTICS

Visit 32
Group III

Rate each program type on during observation from 5(alot) to 1(none) for each category below:

Category	Program Type							
	Soap Opera	Movie	Game	Children's	Situation Comedy	Talk Show	Commercial	Other
1. Serious Drama or discussion						3		
2. Light social interaction						3		
3. Caregiving						1		
4. Violence						1		
5. Laughter						1		
6. Music						1		
7. Conversation						2		
8. Women						2		
9. Men						2		
10. Children						1		
11. Puppets or costumed characters						1		
12. Cartoons						1		
13. Action or motion						3		
14. Volume						3		
15. Not on during observation						1		

9/5/72
MO

Name________________________

Date______________

Answer the following questions at the completion of the TV Observation segment, based on the physical evidence in the rooms and the behavior you have observed. DO NOT question the mother.

1. The T.V. is: black-white colored unknown
   (circle one)

2. In what room is the T.V. located?

3. Are B's toys stored in the T.V. room?

4. Are toys available for B in the T.V. room?

5.a) Does M prefer B to stay in the T.V. room?

b) Is B: allowed to wander between rooms? constrained in crib, play pen, high chair?
   (circle one)

6. Does M prefer sibling to stay in T.V. room?

7. Does M monitor B's distance from T.V.?

8. When B watches T.V., is he usually:
   (check one)

______on top of T.V. - touching it?
______less than 4 feet from T.V.?
______about 4 feet from T.V.?
______greater than 4 feet from T.V.?

9/5/72
MO

Your Name ______________________________________

We would like you to fill out this record so that we can have a picture of your baby's "typical day". You need not feel pressured to fill in all the items. Not all of them will pertain to your baby on the particular day that you will be keeping this record.

After you have made the daily record we would like to know the following:

1. Was this day unusual in any way?

2. How would a weekend day be different?

Thank you!

Please check which form is completed here.

_____ Baby's morning

_____ Baby's afternoon and evening

BABY'S NAME ________________ DATE ________________
First Last

AGE ________________ Months DAY OF WEEK ________________

______________'S MORNING

BEFORE BREAKFAST

Waking: Time ________ a.m.

Activities after waking and before breakfast

1 ab Did the baby play in his/her crib? ________ How Long? ________
2 ab Did the baby play with toys? ________ Which? ________
3 Did the baby talk to himself? ________
4 Did the baby play or talk with brother or sister? ________
5 Did the baby have bottle or food at this time ________
6 Did the baby cry? ________
7 Who picked the baby up? ________

Activities after being taken out of bed

8 ab Was the baby fed? ________ By whom? ________
9 ab Was the baby dressed? ________ By whom? ________
10ab Was baby bathed? ________ By whom? ________
11 Did the baby have contact with his/her father? ________
12 What did they do? ________________
13abc Did the baby play? ________ With what? ________
With whom? ________

BREAKFAST TIME

Time Breakfast began ________ a.m.

14 What did the baby have for breakfast ________________
15 abDid anyone feed him/her: ________ Who? ________________
16 Did the baby feed himself/herself alone? ________________
17ab Did anyone have breakfast along with the baby? ________________
Who? ________________

"DAY" Cont.

AFTER BREAKFAST-MORNING ACTIVITIES

Routines

18 ab After Breakfast, was the baby dressed? ________ By whom?________

19 ab Did the baby have a bath? __________What time?________

20 ab Who bathed him/her? ________________________

Activities, play, and outings

21 Where in the house did the baby play? ________________________
(Indoors)

22 What were you doing during this time? ________________________

23 What things did the baby play with most? ____________________

24 ab Did he/she play with anyone?__________ Who?__________________

25 ab Did the baby have a morning snack?____ What?_________________

26 ab Did he/she watch any television?______ What programs were turned On?_____________________

27ab Did the baby cry at this time?________ What happened?_________

28 ab Did he go outside at all? ___________ What things did he play with?_______________

29 ab Did the baby play with anyone_________Who?______________________

30 What were you doing while baby was outside:____________________

31 Did he/she cry while being outside?______________________________

Excursions

32 Did the baby go anywhere from the home?_______Time:From____To____

33 Where did he go?______________________________

34 Who did he go with?__________________________

Visitors

35 ab Were there any visitors?_______________ How many?_________

36 ab Was the visitor an adult?______________ A child?___________

37 ab Was the visitor a neighbor?____________a friend___________

cd " " " a relative?___________a workmen?_________

"DAY" Cont.

38 How long did the visitor(s) stay? ________

39 Did the visitors play with the baby?______

40 If yes, what did they do together? ____________________

LUNCHTIME

Lunch: Time_______________________

41 What did the baby have for lunch:___________________________

42 ab Did anyone feed him?_____________________________________
Who

43 ab Did anyone eat lunch with him? _______Who?_______

MORNING NAP (if applicable)

Did the baby:

		Yes	No	
44	have a morning nap?	________	____	Time____to________
45	play in the crib before falling asleep	_____	_____	
46	play in the crib upon waking up?	_____	_____	
47	have a bottle:	_____	______	
48	talk to anyone? or himself?	____	______	
49	cry before falling asleep?	____	____	
50	cry after waking up?	____	_______	
51	have any food(juice, cookies,etc.) after the nap?	_____	______	

52 Who picked the baby up after the nap?__________________

______________'S AFTERNOON AND EVENING

AFTERNOON NAP (if applicable)

Did the baby:

		Yes	No	
1	Have an afternoon nap?	______	______	time____to____
2	play in the crib before falling asleep?	______	______	
3	play in the crib upon waking up?	______	______	
4	have a bottle?	______	______	
5	talk to anyone? or himself?	______	______	
6	cry before falling asleep?	______	______	
7	cry after waking up?	______	______	
8	have any food(juice cookies,etc.) after nap?	______	______	

9 Who picked the baby up after the nap? ______________________________

AFTERNOON ACTIVIITES

10 Where in the house did the baby play ______________________________ (indoors)

11 What were you doing during this time? ______________________________

12 What things did the baby play with most? ______________________________

13ab Did he/she play with anyone? ______Who?____________

14ab Did the baby have a snack? ______What?____________

15ab Did he/she watch any television?___What programs were on?____________

16ab Did the baby cry at this time/______________________What happened?________

17ab Did he/she go outside at all?_____What things did he/she play with?____________

18ab Did the baby play with anyone?____Who?____________________

"DAY CONT.

19 What were you doing while the baby was outside?____________________

20 Did he/she cry while being outside? __________

Excursions

21 Did the baby go anywhere away from home?___Time: From___To___

22 Where did he go? ____________________

23 Who did he go with?____________________

Visitors

24ab Were there any visitors? ________ How many?________

25ab Was the visitor an adult?________ A child? ________

26ab Was the visitor a neighbor?_______ A friend?________

cd a relative?_______ A workman________

DINNER TIME

27 Did the baby have a playtime before dinner?________

28 What did he/she do? ____________________

29ab Did the baby play with you or anyone else?___Who?___

30ab What did you/they do together?____________________

31 What did the baby have for dinner?________________

32ab Did anyone feed him/her?___ ___Who?______________

33ab Was anyone else eating with the baby?_____Who?________

AFTER DINNER

34 Did the baby play after dinner?_________

35 What did he/she play with? ___________

36ab Did the baby play with anyone?_________Who?________

37 Waht did they do together?____________________

38ab Did the baby have a bath?_____________Who bathed him/her?___ ___

39 Was the baby asleep before she/he was put into bed?_____________

"DAY" Cont.

Before going to sleep:

40ab Did someone read to the baby? ______Who?____________

41ab Did the baby kiss anyone goodnight?____Who?___________

42 Did the baby listen to music?___________

43ab Did someone rock the baby to sleep?_____Who?_________

44 Did the baby have a bottle?_______

45 What time was the baby put into the crib?____________

46 Did the baby play awhile in his crib before falling asleep?______

47 What did the baby play with?_____________________________________

48 Did he/she talk?________________

49ab Did he call for adult attention?________Did he/she cry?__________

50ab Did someone go in to see the baby?_____ Who?_______

51 Was he/she taken out of bed?_______________________

52 What time did the baby fall asleep?_______________

NAME ____________________ BIRTH ORDER ____________________

AGE ____________________ OBSERVER ____________________

SCORE SHEET FOR DAILY RECORD

INSTRUCTIONS: Circle question numbers. Record total in margin.

A. PLAY

1. Number yes: A.M. 1, 2, 13, 39, 45, 46
   P.M. 2, 3, 27, 34, 40, 42, 46 TOTAL ________

2. With whom: Mother
   A.M. 13, 24, 29, 34
   P.M. 13, 18, 23, 29, 36, 40, 42 TOTAL ________

   Father
   A.M. 11, 13, 24, 29, 34
   P.M. 13, 18, 23, 29, 36, 40 TOTAL ________

   Sib
   A.M. 4, 13, 24, 29, 34
   P.M. 13, 18, 23, 29, 36, 40 TOTAL ________

   Other child
   A.M. 13, 24, 29, 34, 39
   P.M. 13, 18, 23, 29, 36, 40 TOTAL ________

   Other adult
   A.M. 13, 24, 29, 34, 39
   P.M. 13, 18, 23, 29, 36, 40 TOTAL ________

3. With what:

B. NEED

1. Number yes: A.M. 5, 8, 9, 10, 15, 18, 19, 25, 42
   47, 51
   P.M. 4, 8, 14, 32, 38, 43, 44, 49, 50,
   51 TOTAL ________

2. By whom: Mother
   A.M. 7, 8, 9, 10, 15, 17, 18, 20, 42, 43, 52
   P.M. 9, 32, 33, 38, 43, 50 TOTAL ________

   Father
   A.M. 7, 8, 9, 10, 15, 17, 18, 20, 42, 43, 52
   P.M. 9, 32, 33, 38, 43, 50 TOTAL ________

Sib
A.M.7,8, 9, 10, 15, 17, 18, 20, 42, 43, 52
P.M. 9, 32, 33, 38, 43, 50
TOTAL ________

Other child
A.M.7,8, 9, 10, 15, 17, 18, 20, 42, 43, 52
P.M. 9, 32, 33, 38, 43, 50
TOTAL ________

Other adult
A.M.7,8, 9, 10, 15, 17, 18, 20, 42, 43, 52
9, 32, 33, 38, 43, 50
TOTAL ________

C. FEEDING

1. Number yes: A.M. 5, 8, 25, 47, 51
P.M. 4, 8, 14, 44
TOTAL ________

2. Number of things: A.M. 14 ____ 25 ____
41 ____ 51 ____
P.M. 8 ____ 14 ____
31 ____
TOTAL ________

D. CRY

1. Number yes: A.M. 6, 27, 31, 49, 50
P.M. 6, 7, 16, 20, 49
TOTAL ________

E. MOTHER'S ACTIVITY

Housework
A.M. 22, 30
P.M. 11, 19
TOTAL ________

Play with baby
A.M. 22, 30
P.M. 11, 19
TOTAL ________

Social
A.M. 22, 30
P.M. 11, 19
TOTAL ________

Other
A.M. 22, 30
P.M. 11, 19
TOTAL ________

F. TELEVISION

Yes
A.M. 26
P.M. 15
TOTAL ________

Number children's programs
A.M. 26 _______
P.M. 15 _______ TOTAL __________

Number adult programs
A.M. 26 _______
P.M. 15 _______ TOTAL __________

Number commercials
A.M. 26 _______
P.M. 15 _______ TOTAL __________

G. OUTSIDE

1. Number yes: A.M. 28, 32
P.M. 17, 21 TOTAL __________

H. PEOPLE SEEN

1. Number of adults: A.M. 33, 36
P.M. 22, 25 TOTAL __________

2. Number of children: A.M. 33, 36
P.M. 22, 25 TOTAL __________

I. TALK

1. Number yes: A.M. 3, 48
P.M. 5, 48 TOTAL __________

J. SLEEP

1. Number hours awake: A.M. Waking time _____
P.M. Bed time _____ __________

2. Number hours nap: A.M. 44 _______
P.M. 1 _______ TOTAL -----------

(awake time - naps)

3/6/72

MOTHER ONLY - MOTHER AS RESEARCH ASSISTANT

INTERVENTION GROUP

HV #2

Purpose

1. T.V. Observation - TV on 1st 10 minutes, off 2nd 10 minutes.
2. To discuss the mother's observation of the baby's play:
   a. From the Baby Day Record (code Baby Day Record).
   b. From the play description sheets.
   c. Discuss baby's reaction to new objects.
3. Data collecting interlude:
   a. Code Baby Day Record.
   b. TV Observation.
4. To begin a discussion of children's language,

5. Exit expressing pleasure in visit.

Equipment

For mother:

For home visitor: TV Observation Sheets and TV characteristics coding sheet for Baby Day Record, stop watch.

Procedure

1. TV Observation - Code Baby Day Record
2. Discussion topic: Baby's Play

After looking over the Baby Day Record and play description sheets begin a discussion with the mother about the baby's play. (Morning questions #1,2,4,12,21,22,23,28,29,30,45, 46 - and afternoon questions #2, 3, 10, 12, 1[illegible], 17, 18, 27, 28, 29, 30, 34, 35, 36, 37, 40, 46, 47 from the Baby Day Record are related.) Your discussion can be built around a basic framework of questions.

1. What:
   a) What did the baby like to play with of the toys in the basket?
   b) Which of the baby's other toys does he like to play with?
   c) What sorts of other things does he like to play with:

      household items

      natural items (outside)

      siblings toys or possessions

      mother's or father's possessions.

2. How:
   a) How does the baby play with the toys and objects, i.e. what kinds of things does the baby like to do with the objects?
   b) Does the baby have a favorite activity right now?

MO
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3. Where:

   a) Are there different toys or kinds of toys in different rooms of the house?

   b) Does the baby have special bath toys? What? What does he do with them?

   c) Special outside toys? What does he do with them?

   d) Does the baby have special crib toys or toys he takes to bed with him?

This play discussion is focused on baby-object relations. Social play and social interaction in play will be a discussion in the social curriculum context.

From this start ease into a discussion of the baby's first reaction to new things or objects. For example:

1. How does B respond to new things?
2. What was B's reaction to drinking out of a cup for the first time?
3. What is B's reaction to new clothes?
4. How did he respond when he first got shoes?
5. Has B ever played in the snow? What was his reaction? - walked & sledded in snow fascina w/ tre Pointing to snow -

Some of you may have talked about some of these things on your first visit. If you have, it is a good idea to refer back to the mother's earlier comments and lead a question out from there. This will let the mother know that you have actually listened to what she said. It is important not to keep repeating things as if you never got the answer. On the other hand, discussion of play, language and social areas will be repeated at regular intervals. Hopefully the baby will be changing his activities somewhat and the discussions will have a slightly different orientation.

3. Discussion Topic: Language

If the baby has used any words or word approximations (approximately or not) during the observation, or has played with sounds, comment upon this to the mother and use this as a jumping off point for a discussion of language. Depending on the nature of your own observations you may want to ask:

1. Does your baby imitate you? What? Did he when he was smaller? What?
2. Can he say any words? What? How did he learn them? Does he have any noises which mean something?
3. Does he understand what you say to him? What? How do you know that he understands?

Explain that even before a child starts to talk he is learning from his mother's speech to understand the meaning of words. After he learns to understand them, he will learn to say them. Therefore it is important to name objects for him and talk about objects while he is interested in them.

MOTHER ONLY - MOTHER AS RESEARCH ASSISTANT INTERVENTION GROUP

Home Visit #3

Purpose:

1. TV Observation - TV off 1st, on 2nd
2. To review the mother's observations of the baby's language:

   a. From the first Baby Day Record (visit #1) - Code Baby Day Record now if not done on Visit #2.

   b. Go over German tape together.
3. To begin a discussion of the child's social development and social experience.
4. Discuss the Baby's Firsts sheet and give one to mother to fill out over the week.
5. Exit graciously.

Equipment:

Mother: Baby Day Record, Children's Games form, Xeroxed knee-bouncing rhymes, Baby's Firsts Sheet.

Home Visitor: Stop watch, TV Observation forms and TV Characteristics, tape recorder, German tape.

Procedure:

1. TV Observation (off)

2. Tape recording: Lead into the tape recording by asking M how she thinks B learns what a word means. How does he discover that dog means dog? You can explain that sometimes adults forget how hard language is to learn. One way of remembering and getting some hints for teaching children is to listen to a language which we don't understand.

Play the German tape for M. Present as a game the idea that the mother might like to listen carefully and see if she can figure out what the mother and child are doing, and the German words for apple, dog or car. The child's name is "Signe" (Sig-Knee) and with him is his 3-year old brother, Peter.

The mother will probably be puzzled by the tape. This is an opportunity for the home visitor to point out that this is what it is like when children hear adults talking around them. The only thing that makes it easier for a child that is just learning how to talk, is when he not only hears the words, but also sees the objects to which they refer. If the mother could see what the German mother and child were doing, she could probably understand some of the words. After giving the mother a description of the mother's and child's activities, the home visitor can replay the tape, possibly reading the description out loud. You can explain again that the only way a child can learn the meaning of words is if those words are paired with the objects or actions to which they refer, e.g. saying car when your baby is looking at a car.

3. Discussion Topic: The Child's Social Development.

The launching of this topic depends somewhat on the nature of your observations. If the child has played at all with a brother or sister, or with the mother, start the discussion from there.

1. What games of social acttvities the baby most enjoys (with the mother, sibling, father, etc.).
2. What games of social activities with the child the mother most enjoys.

If the child has been left on his own through most of the observation you might want to ask gently -

1. When the mother and child do get a chance to play together.
2. Is there a time when the mother can be free to play with the baby alone without an older brother or sister around.
3. Has she noticed that sometimes her child wants to play more than others.

This discussion should include topics from Social Visit #1 such as the idea that a mother (father, grandparent, etc.) can show the child that she loves him by playing with him with toys, games or social activities that are informal and unplanned. And that when a child knows that he is loved and accepted, he becomes secure and free to explore other relationships with people and objects. However, equally important is the idea that the child will not want to play all the time or even necessarily just at that time when the mother wants to play. Just as she knows when her child is hungry or tired and takes care of him she will want to know when the child is feeling playful and what kinds of activities will bring him pleasure in this area. Just as she would like the child to respond to her wishes, it is important that she respond to his. This is the only way that he learns that he is a person and that his behaviors can affect other people in his environment. Some of the child's expressions are very clear (e.g. crying). Other forms of expression may be harder to distinguish, such as vocalizations, smiling, laughing, pointing, reaching, and following mother around. Nevertheless, if the mother responds positively to these behaviors with social behaviors of her own, they will become more frequent and the child will become more sociable.

Present the mother with the Children's Games form and ask her if she would fill it out next week (put in the baby book). Leave her the Xeroxed knee-bouncing rhymes.

#3
Mother Only (r) (cont.)

4. Baby's Firsts:

This week there is a questionnaire for the mother to fill out. Go over this with her:

Over the past few weeks you have been talking together about some of the new experiences that have happened to your baby in the recent past. This week and for the weeks to come I would like you to write down some of the things or experiences that are new or different for your baby during the week, as well as baby's reactions to all the small and large first experiences in his life.

You might suggest that she try to note them down as soon as she can after they have occurred when the events are still fresh in her mind. If she has any questions you could give her examples from your earlier discussions. For question number four fill in "meet anyone for the first time." This can either be a child or an adult, and the meeting can be momentary (e.g. in the supermarket) or long (e.g. an afternoon visit.)

[illegible] (r)
10/22/72

CHILDREN'S GAMES

Diary of ______________'s games and social activities during the week of October __________ to ________.

Games are not only fun - they're an important way for the child to learn about people and about himself.

Who played with ___________?	What did they play? (Any social and enjoyable activity involving looking, talking, singing, laughing, bouncing, tickling, rhymes, etc.)
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

9/27/72
Social

BABY'S FIRSTS

So many of the things that we, as adults, take for granted are new and different to young children: objects they discover around the house or outside, toys or clothing that is given to them, people they meet, events associated with the changing seasons, sounds, sights and smells associated with short trips away from home (even shopping) or longer trips to visit friends or family, all may have aspects about them that are novel for your baby, and may in fact be the first time he has ever experienced anything of that kind. Each time he discovers that he can do something on his own is also a new experience for him (his first steps, for example).

Some babies respond to new things or situations with caution or even fear and then slowly get used to them and enjoy them. Others find immediate pleasure in new situations. Your own baby may react differently depending on the particular situation, as well as his own mood.

1. What did your baby experience, explore, or play with for the first time this week?

2. What was his reaction to each specific new situation, event, or object?

3. What part did you play in your baby's new experience?

4. Did your baby ______________________________ during this week?

5. What was his reaction?

MOTHER ONLY - MOTHER AS RESEARCH ASSISTANT INTERVENTION GROUP

HOME VISIT #7

1. TV Observation - TV on 1st, off 2nd
2. To begin a discussion of the child's social development and social experience:
   - a. From Baby Day Record (code Baby Day Record).
   - b. From Baby's Firsts Sheet.
3. Continue discussion of child's social development and social behavior emphasizing responsiveness.
4. Give mother "homework".
   - a. Imitation form and Laughter form.
   - b. Two Baby's Firsts sheets.
   - c. Baby Day Record, P.M.
5. Exit graciously.

Equipment

Mother: Imitation form, Baby's Firsts Sheet, Baby Day Record, P.M.

Home Visitor: Stopwatch, TV Observation forms, coding sheet for Baby Day Record.

Procedure

1. TV Observation.

2. Discussion topic: The child's social development.

Launch this topic from the Baby Day Record and the Baby's Firsts Sheets. On the Baby Day Record pick out those questions concerning visitors, whom the baby plays with, and what different members of the family do with the baby.

From both, discuss B's experience with people outside of the family.

1. Who did B see this week?
2. How often does B see these people?
3. What did they do with B? Talk about games and social activities; refer to last week's homework on games.
4. What was the nature of the meeting, the physical situation, duration and mood?
5. What is B's general response to, or reaction to, strangers? (e.g. to you as a stranger)
   - a. How long do people remain strange?
   - b. Have B's responses changed over the last few months? If so, in what way?

10/27/72 - MO (r)

Mother Only #4 (cont.):

Go over the Baby's Firsts Sheet with the mother, informally enquiring about specific items and her general reaction to keeping this sort of a record. Highlight any people-related firsts in your discussion and look into the mother's role in all the firsts.

1. Did she present the experience?
2. Does she empathize with B's reaction to the experience?

Suggest that the mother might like to fill in a Baby's First Sheet for the following week. The specific question (#4) can be filled in during the post observation discussion or the final summarizing.

3. Discussion Topic: Social development and imitation.

From your observations or your earlier conversation continue a discussion of social behavior emphasizing imitation. In general this discussion should parallel that of the Social Visit #2.

4. Homework

   a. Give the mother one new Baby's Firsts Sheet and fill in the blank for question #4 so that the question reads:

      Did your baby "imitate a new facial expression, gesture or word" during the week?

      Fill in another sheet to read "use a new facial expression or gesture?"

   b. Present the mother with the Laughter form and ask her if she would fill it out one morning or afternoon next week when she is not too busy.

   c. Hand the mother a new afternoon Baby Day Record to complete over the week.

For Group 3 - invite M to film showing and get-together with some other mothers in the program (Time, place, film, date TBA).

MO (r)
10/27/72

CHILDREN'S IMITATION

Diary of ______________'s imitations during week of __________ to ________.

Imitation is one of the most important ways the child learns about other people and about his own capacities, and also it is a new way for him to attract attention and start an interaction with a person.

	What did the child imitate?	When did he imitate?	How often was this sound or behavior imitated?	Did you try to get him to imitate it?
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Social (r)
10/18/72

7

Mother Only - Visit #5

Equipment: Stop watch, TV Observation forms, plus cover questions, coding sheet for Baby Day Record, 2 books: "Children and Their Mothers"and "Children and Their Fathers."

Forms required: 1 Baby's Firsts Sheet* (fill in question #4 to read: Did your B"play with something new" during the week. This leads into next week's discussion of play. 1 a.m. Baby Day Record (leave both forms for M to fill out).

Theme: Social Communication and Social Expression via Senses.

Procedure:

A. TV Observation: TV off 1st 10 minutes, on 2nd 10 minutes.

B. Code last weeks Baby Day Record (p.m.).

C. Discussion:

1. Social Communication - Expressions of Emotion.

   a. Using Laughter Form (from last week), go over incidents M has observed and what kinds of occurences make B laugh.

   b. In general, follow the discussion detailed in the Social Visit on emotional expression.

   c. Ideas to follow:
      1) What preceded or apparently caused laughter -- single incidents and events, generalizing across specifics ween possible.
      2) How M responded to the laughter and the results of her response (or what followed M's response).
      3) How else B expresses pleasure other than with laughter.

2. How moods and emotions are expressed in the face and with other parts of the body: refer to Baby Firsts Sheet and discuss. You can also use the books you brought (it might be a good idea to familiarize yourself in advance). Things to look for:

   a. A sense of the relationship between the people, even though you cannot hear what is going on.

   b. Focus on body "motion", facial expressions and spatial relationships.

   c. Discussion of mood discrimination. The level HV goes to will depend on individual M's ability to understand.

3. Comprehension of Social Expression through different senses: (These two discussions are not distinct and should flow one from the other - the order is unimportant).

   a. Ideas to follow:

      1) HV can go directly from laughter as an example by pointing out laughter's two components: happy sound and "happy face" or smile, along with notion that the M uses both to tell what C's mood is.
      2) What would laughter sound like if we were suddenly deprived of one or more senses, or they are altered by circumstances yet we have to tell what is going on. Glean and use personal anecdotes. Examples of where one may look:

Sound Under a hair dryer; in the shower (you know I can't hear when the water's running"); watching a loud TV program or listening to the radio or record player, especially with head phones; talking on the phone, etc.

Sight In a different room; when your back is turned; walking into a darkened room or momentarily into a bright light; while your eyes are tearing from cutting onions; under a sun lamp wearing eye shades.

Smell When coming down with a head cold; while wearing too much perfume; when using a strong smelling household chemical.

Touch While wearing gloves; when hands are sticky or greasy or sandy; when a cut is bandaged; when a foot or hand gets "pins and needles."

3) Discussion of situations in which you or M generally rely on sense of touch or smell. Examples:

- a) Feeling forehead to see if person has temperature.
- b) Smelling newborn to see if diaper needs changing.
- c) What one can learn about people by nature of their handshake.
- d) Sometimes being able to tell that someone isn't feeling well (like sore throats and stomach upsets) by their smell.

4) This may be a "touchy" subject given our deodorized society. Safe approaches may be through their own experience of diagnosis: B's listless body tension, glazed eyes, moist hands, etc.

MOTHER ONLY -- MOTHER AS RESEARCH ASSISTANT

Home Visit #6

Purpose

1. TV Observation: TV on 1st 10 minutes, off 2nd 10 minutes
2. To reintroduce the topic of play for discussion:
    a. Types of play materials and related baby play:
        1) from Baby's Firsts Sheet
        2) from Baby Day Record (code Baby Day Record)
    b. Maternal play styles.
3. Present homework:
    a. Baby Day Record, p.m.
    b. Play Description forms

Equipment

Mother: P.M. Baby Day Record, Play Description forms.

Home Visitor: Stop watch, TV Observation forms, play cover questions, TV Characteristics rating scales, coding sheet for Baby Day Record.

Procedure

1. TV Observation
2. Discussion topic:
    a. Play materials:

Contrast materials which pose problems of topological, spatial relationships vs. container and contained. With M, discuss changes in the toy basket -- stack toy, fitting paper or plastic cups, coffee pot, and so on.

Using the Baby's Firsts Sheet and the Baby Day Record as bait,

(cont. over)

start on a fishing expedition. The purpose is to elicit from the mother examples of different types of toys or objects in which the baby has shown some interest, and which either pose problems of topological-spatial relationships or container and contained. Some adult analogies might be a helpful way to contrast the problems. Putting together a double boiler or fitting a key to a lock are examples of topological problems; whereas filling a freezer and packing a suitcase deal with the requirements of container and contained. Topological-spatial problems focus on the characteristics of at least two defined objects being manipulated in specific relationship to one another. Containers and their contents may bear this relationship, however, the more general one is that of a moderately defined space which is then filled with objects of different dimesnions and characteristics. Objects which make up the contents of a container may have to be assessed according to their specific fit to each other, but any one item does not bear this relationship to the container as a whole. And objects of more varied composition will fill the container than will match the requirements forced by the nature of the specific spatial relationships dictated by a "topological problem." In general, the difference is between manipulation of things in "discovering things about things" and the "fitting" together of things that bear a specific relation one to the other.

Try to emphasize that neither one form of play is necessarily more advanced. They each merely represent different types of problems that the child is exploring and learning to master. For further explanation of the play topics see Play Home Visits 3 and 4, and Overview: Play Curriculum.

The fishing expedition has another purpose besides giving you the examples of pots with lids and baskets of toys. Hopefully, you will be able to lead the mother into a discussion of the possibilities of home-made or household item play things. The general direction of this part of the discussion should be a request for suggestions from the mother (in line with the theme of mother as research assistant) for inexpensive, interesting play things that we could use in the project, initially emphasizing the two themes which you have been developing, as well as the ready availability of engaging objects around the home. Feel free to propose suggestions to the mother, but try to present them in the form of questions, e.g. Does B ever play with . . . ? Or, what toys or household objects does B like to fill and dump? Are there some which you prefer B to do this with? Does B like to fit things together? What sort of things? etc., so that the overall mood of the discussion is not didactic.

b. Maternal Play Styles:

While talking about objects and toys the baby plays with, inquire how the mother plays with the baby when and if she joins him in play. Or possibly if the Baby Day Record reveals another person playing with the baby, even a sib, you could start the discussion from there. The purpose is to point out the three different styles in which adults play with children: helping, imitating and elaborating. Refer to Play Visit # 4 (page 2 VII a) for a description of the difference. You may want to concentrate on helping and imitating, with elaboration being presented as a type of imitation; imitating but with small changes. This need not be an exhaustive discussion as it will be continued on subsequent visits. Merely present the notion that there may be different ways in which others, particularly adults, play with children.

3. Present Homework

The Baby Day Record will be a familiar task (or chore). Leave a p.m. form for this week.

The Play Forms may also be familiar from an earlier visit. Ask the mother to observe her baby playing for ten minutes 2 or 3 times during the week. She can pick any time to observe and it does not matter with what her baby is occupied. Explain that you would like her to write in the objects or toys that B plays with and his activities or the things he does with the objects.

4.6.72

MOTHER ONLY - MOTHER AS RESEARCH ASSISTANT INTERVENTION GROUP

Home Visit #7

Purpose

1. Data Collection:
   a. TV Observation: TV off 1st 10 minutes, on 2nd ten minutes.
   b. Code Baby Day Record.
2. To discuss the topic of baby's play and play styles:
   a. Review Play Description sheets.
   b. To introduce the discussion of pretend play -- HV and M go over Developmental Milestones -- Make Believe.
   c. Continue the discussion of adult play styles.
3. Present homework: ___________'s Language.

Equipment & Forms

Mother: Forms: Developmental Milestones -- Make Believe,
___________'s Language.

HV: Stopwatch, TV Observation forms, TV Characteristics rating scale, coding sheet for Baby Day Record.

Child: HV and M change contents of play basket, selecting "pretend" things from the home: cups, spoons, hair brush, pot, doll, stuffed animal, wooden spoon, spatula, old pair of gloves, and so on.

Procedure

1. Data Collection

a. TV Observation: off 1st ten minutes, on 2nd ten minutes.

b. Code the Baby Day Record when convenient.

MO #7(r)
11/17/72

2. To discuss the topic of Baby's play.

Start off this discussion with an informal review of the Play Forms. Even if the mother did not have time to fill out the forms discuss with her the baby's play activities during the week, including: what toys B played with, what he/she did with them, what B's preferred play activities and toys were throughout the week and if they showed any changes. Also ask if B played with anything new during the week or played in a new manner. When going over the Play Forms with the mother or in your discussion, try to pick out examples (either recorded or suggested by her) of different types of play exploration: topological-spatial relations, container and contained, and the beginnings of pretend.

If no examples of pretend are offered spontaneously, ask the mother if she has ever noticed her child starting to make believe or pretend with an object. Prompt her with suggestions such as drinking out of an empty cup or eating from an empty spoon, "loving the dolly", pretending to talk on the phone, putting on parents' or older siblings' clothes or "dressing up" etc. Follow this by an introduction to pretend play. Especially if the mother has not noticed any early pretending, explain that when babies start to pretend they do so in a very simple way, sometimes imitating adult activities. However, because it starts out so simply and briefly it is easy to miss even when you are looking for it. If necessary, reassure the mother that most babies at this age don't do any of these things yet, but that they will eventually. This can be something you and the mother share. Ask the mother if she has ever tried to start a pretend play with her child (especially if she hasn't observed it spontaneously). What kinds of things did she try and what was B's reaction? If she attempted a pretend feeding or drinking game, was B surprised, pleased, disappointed, indifferent at not finding anything to eat? If there is an older sibling, ask the mother if she has ever noticed the older one incorporating the baby into her own pretend play. If so, what was B's reaction. An older friend, or neighbor or other relative can be substituted for brother or sister or you might want to comment that you have noticed that in other families that you have visited sometimes older children include the baby in their own pretending.

Broadening out from the topic of pretend play and the mother's role in it, initiate a discussion of maternal play styles. In the realm of pretend play, you might note that if the baby was playing with a bowl and a spoon and making noise with them, the mother might take off from the stirring/banging by pretending to feed the baby with the spoon. This would be an example of elaboration. Not all elaboration is pretending, however. Elaboration can be done whenever the child is playing by using the objects the child is interested in and changing the activity, or by imitating the baby's activities but with different objects. However, it is up to the child whether he will be interested in the new variation, or whether he will ignore it. In general, when you present variations that are close to the child's interest but still somewhat novel, he or she is more likely to try them out. A variation that doesn't interest the child on one day, may interest him the next. Play is the child's activity and a child plays most creatively when he "runs his own show."

This could mean allowing him to chose which activities that are presented to him are to his interest, or it may mean having the adult imitate the child as well as vice versa. Sometimes, "running his own show" may need the assistance of an adult in handling materials, like holding something steady. Much of an adult's time playing with a child may be spent watching the child, to learn what he is exploring and in what he is interested.

For the discussion of play styles refer to Play Curriculum HOme Visit # 5 and 6 and the Play Curriculum Overview. Range over the ideas presented in maternal play styles, making an effort to extract examples from the mother of things she may have done with her child. In the sphere of adult activities, sewing or cooking or building might provide an arena to further elucidate elaboration. Following a recipe or pattern is like imitating: changing a neckline, or adding different spices may be an approximation to elaboration.

3. Present Homework

The homework this week will be a transition to the area of language development. For this it will be necessary to refer back to the language forms which have been placed in the Baby Book at Home Visit # 3. On the second visit with the mother you selected two objects that the baby recognized because he used them, and asked the mother to observe the baby's responses when the words for these were used during any two days throughout the week. Take these same words and again ask the mother to record the baby's responses to them when they are used either by herself or other members of the family. Also decide on a new word to add for this week. Be careful not to stress the repeated use of these words in any organized way, just that the mother should try and observe the baby's response when the word appears naturally in their general pattern of activities.

4/14/72

DEVELOPMENTAL MILESTONES

PLAY

Milestones in Make-Believe Play

	Tried to	Did it
"Night-night"		
Pretended to sleep	______	______
Pretended to put a toy night-night	______	______
Telephoning		
Pretended to telephone	______	______
Actually said "Hi" or "Bye-bye"	______	______
Feeding		
Pretended to drink out of an empty cup	______	______
Pretended to feed self with a spoon	______	______
Pretended to feed toy	______	______
Pretended to feed another person	______	______
Cooking		
Pretended to stir food	______	______
Pretended to pour	______	______
Transportation		
Pretended to drive a wheel toy (with brrrr sounds, or screeching brakes)	______	______
Added a garage, road, tunnel or bridge	______	______
Drawing		
Asked someone to draw a picture of something	______	______
Drew a picture and labelled it	______	______
Anything else?		
______________________________	______	______
______________________________	______	______

MOTHER ONLY - MOTHER AS RESEARCH ASSISTANT

Home Visit #8

Purpose:

1. TV Observation: TV on 1st ten minutes, off 2nd ten minutes.
2. Re-introduce the topic of Language Learning:
   a) Discuss trends in Vocabulary Development - Introduce 50-word list.
   b) Discuss the exploitation of language - learning possibilities of various situations.
3. Present homework: Language forms ____________' Language.

Forms/
Equipment:

mother - 50-word List, ______________'s Language.

home visitor - Tape recorder, 2 tapes (mailbox tape and lunch tape), transcript of mailbox tape and lunch tape (from your own language visit #3), 50-word list, stopwatch, TV observation forms and TV Characteristics rating scale.

Procedure:

1. TV Observation.
2. Discussion: Language Learning
   a) Trends in Vocabulary Development

Informally review the language forms as an introduction to a discussion about the child's language. Inquire if the child has learned any of the words on the language forms or any other words, and when the mother noticed that they were used. Show the mother the 50-word list, and propose that she might like to keep a record over the next 6 months, adding new words as they occur. Go over the 50-word list with the mother explaining that she can include on the list words, sentences, baby talk and made-up words. Ask her if possible, to record the date she first hears the word and the meaning if it is different from the adult meaning. If her child said the word on his own, tell her to check the alone column. If he said it after someone else said, check the last column. She may notice that words her child first said after someone else, he will later say spontaneously. If this occurs, she can write the word again, this time marking the alone column. Fill in the words, etc. that the baby has already said with the mother, making a copy for yourself as well. Then, using these words as a guide discuss what sounds the baby makes most often. Does he talk in strings of sounds or in "single syllables?" Does he ever imitate the intonations of sentences or phrases his mother or father or sibling uses? As the mother may realize, some words are easier to say than others, and that it would therefore be easier for the child to learn words that use sounds that he already makes. Although some sounds are hard for all babies, such as the sound "th", babies differ in the sounds they use most. Some use "b" sounds, others "m" and "n" sounds, etc.

Mother Only #8 (cont):

At this point you play the "lunch tape" for the mother, focussing first on the sounds of the baby. The baby is around 14 months old (just about the same age as the mother's child) and is fairly typical for their age. Listen with the mother to the sounds that this child makes and then compare and/or contrast them to those her child uses. You may want to jot down with the mother the sounds of the taped baby.

As part of the discussion of language learning reiterate that learning a word means more than just learning a sound. A word means something. One way that children learn what words mean is to repeat words in the presence of a familiar object. The mother on the lunch tape uses this technique.

Present the "mailbox" tape as an example of an opposite technique which makes language learning more difficult. Play the tape and point out the use of vague words like "this" and "that" instead of specific nouns, as well as how the mother seems to be describing what she is interested in and not what the child is attending to. You may want to play the tape over twice, first pointing out the vague words and then the relationship of the mother's language to the baby's attention. The mother on the tape is not a bad mother. In fact, talking this way will interest the child in language which can be enjoyed as a social experience. However, the same mother could be taking advantage of this situation to help the child learn language by using specific names for objects and describing in simple sentences the activity in which the child is interested.

3. Present homework: __________'s Language.

Give the mother a new language form for this week, filling in the previous words that the mother has been observing. Then, decide on a new word to add, using this time to gently remind the mother of the main points in your conversation about vocabulary. Again, remember not to stress the repeated use of these words, but rather that you would like the mother to record the baby's response when the word is naturally presented either by herself or someone else, on two days during the week. It would be preferable if one day was shortly after this visit and the other just before the next visit.

For Group 2 -- invite M to film-showing and get-together with some other mothers in the program (Date, place, time and film TBA).

MD (r)
11/30/72

______ ______'s LANGUAGE

FIRST DAY

	(WORD)	(WORD)	(WORD)	(WORD)
1. Did your baby look at you?				
2. Did your baby smile?				
3. Did he seem to understand				
4. Did he make any sounds?				
What?				

SIXTH DAY

	______	______	______	______
1. Did your baby look at you?				
2. Did your baby smile?				
3. Did he seem to understand?				
4. Did he make any sounds?				
What?				

MOTHER ONLY -- MOTHER AS RESEARCH ASSISTANT

Home Visit #9

Purpose

1. TV Observation: TV Off 1st 10 minutes, on 2nd 10 minutes.

2. To discuss language games and social pleasure through language use:
   a. Review 50 word list
   b. Review language forms

3. Present homework: Baby's Firsts Sheet

Equipment

Mother: Baby's Firsts Sheet, collection of nursery rhymes for Baby Book
Home Visitor: 50 word list, tape recorder, tape of songs, stopwatch, TV characteristics rating scale.

Procedure

1. TV observation: off 1st 10 minutes, on 2nd 10 minutes

2. Discussion: Language games and social fun with language.

Start off this week's discussion by going over last week's homework. Copy any new words that have been added to the mother's 50 word list on to yours and encourage the mother to continue to keep track of new words as her baby begins to use them. (For your own information, you will want to copy additional words at your next "language" visit which will not be for another 5 weeks. You may keep track of additional words in the intervening weeks if the mother is particularly interested in this topic and/or if her child seems to be showing a marked spurt in vocabulary growth. Be careful, however, not to let this record-keeping monopolize all of the forthcoming discussion times).

Next proceed to the language forms, if they have been completed. With the use of these and the 50 word list glide into a discussion of the times the child uses language. When does he talk most - when alone, when moving from place to place, when relating to others or when others are talking? Does he talk, i.e. say words or play with vocalizations more with one person than with another, for example, a sibling? Does he talk or vocally respond to TV (programs or commercials?), to the radio or a record? In general, does he like records, songs, music. Does he enjoy rhymes or imitation games? You may want to refer back to the 50 word list, and look particularly at the column which lists words the baby said after someone else. You could also inquire if the mother has noticed a change in the times the baby uses language.

If the mother and baby do play language games together, ask what the baby's reaction has been if she changes any part of a favorite song or rhyme, such as speeding up the rate at which it was sung, changing her tone of voice or word emphasis? You can also inquire what the baby's response is to novelty in general, for example, what does he do when the mother gets dressed up or puts sunglasses on, etc. If novelty results in a "second glance" on the part of the baby, you may suggest that novelty in language has the same effect, it makes the baby interested in language and gives him an impetus to learn to talk.

Mother Only #9(r) - (cont.):

Using the theme of mother as research assistant, explain that you are collecting games, and rhymes that children of this age enjoy so that they can be used by us and other mothers in teaching children to enjoy using language socially. Try to draw out any suggestions the mother might have, ones that her baby likes or that a sibling likes. Encourage her to talk about any games of this sort that she has played with her children, particularly the baby, as well as any that she has made up. You might want to say that these spontaneous, made-up language games can frequently be more fun that ones you have learned by rote because the made-up ones fit the mood and the situation so well. You may both enjoy reminiscing about your own childhood experiences with rhyming songs, as this is a fertile source for new ideas about games for the baby, as well as a basis upon which to appreciate the pleasure involved in this kind of activity.

After the mother has exhauated her supply of games and rhymes, you might like to listen together to the tape of children's games. You could also talk about her experience, if any, in locating children's records. Before talking about next week, give her the copy of nursery rhymes to put in the Baby Book, explaining that these were some games that other mothers have enjoyed with their babies.

3. Present Homework

Be careful throughout the preceeding discussion not to tell the mother to play social language games with her child, but just talk about the pleasure they can be and what the child learns from them, i.e. to enjoy language as a social phenomenum. However, the Baby's Firsts sheet may act as a nudge to the mother to experiment with these sorts of games. Fill in question #4 in the Baby's Firsts sheet to read: Did your baby "Play any new social games" during this week? This question is partially a continuation of the language games discussion and partially a lead into next week's discussion topic of singing action games and games as a way of learning to communicate through different senses, which is a part of the social curriculum.

12/11/72

MOTHER ONLY - MOTHER AS RESEARCH ASSISTANT

Home Visit #10

Purpose

1. TV Observation: TV on 1st 10 minutes, off 2nd 10 minutes.
2. To discuss the expression and communication of emotions:
   a. Social expectation.
   b. The expression of multiple emotions.
   c. Skill discrepancies in understanding emotions between children and adults.
   d. Sex differences in control of emotional expression.
   e. Helping children to learn to control the expression of emotions.
   f. Summary for home visitor.
3. Present homework: Developmental Milestores

Equipment

Mother: drawings of human faces, schematic drawing of animals expressing fear and aggression, Developmental Milestones sheet.

Home Visitor: stopwatch, TV Observation forms and TV Characteristics rating scale, camera, film, flash bulbs, How Does Your Child Tell you questionnaire, How Can You Tell questionnaire.

Procedure

1. TV Observation.
2. Discussion
   a. Social Expectation:

Use last week's emphasis on social language games plus the Baby's Firsts sheet to start a discussion of social expectations in reference

(cont.)

12/12/72
MO - (r)#10

to simple social signals. While social language games help a child learn that language can be part of a pleasant social experience, these same games, along with any of the reciprocal social and physical games both conventional and original, help the child to learn that smiling, laughter, and pleasurable physical contact occur in certain situations and with certain people. The lesson that people and particularly parents and members of the family are a part of happy times is an important one. It gives the child a basis for expecting interactions with other people in his life to be pleasurable. If the interactions a child has with his parents are only disciplinary in nature (punitive or punishing), he will expect or anticipate this type of behavior from other people with whom he comes in contact.

The questions on the How Can You Tell? exercise, page 1 may be used to expand the discussion of social expectation. Help the mother probe her own experience and social knowledge with such questions as: How can you tell from observing people's behavior:

1. that one person loves another,
2. that one person hates another,
3. that someone is angry, annoyed, disgusted,
4. that someone is sad,
5. that someone is tired,
6. that someone is nervous or uncomfortable,
7. that someone wants to change the topic of conversation or withdraw from a social group,
8. that someone wants to enter a social group or someone wants your attention,
9. that someone is relaxed and in command of a situation.

The fact that the mother can talk about this at all indicates that through your lives you have learned that certain types of behaviors go along with certain kinds of feelings. Gradually, you learn to use these behavior to tell you that certain kinds of feelings or desires are present in a person at a particular moment.

You and the mother may find in interesting to talk about the emotions expressed in the photograph and in the schematic faces. The photographs were an attempt at play acting or putting on facial expressions. It may be interesting to compare these photographs with the line drawings. The drawings were made by systematically varying the lines of the eyebrows and mouth. The mother may like to fill in the blanks and then try talking about the emotions expressed. There is no right or wrong label for the pictures. Rather it is conceived of as a vehicle for talking about expressions of emotions. No one part of the face or body alone is a clear indicator of feelings or emotions. It is the arrangement of features, including body positions and directions of the eyes in total that is expressive. If the mother is game, let her try to play act one or several emotions using facial expressions and /or facial expressions plus body posture, and then talk about these attempts. Should you be lucky enough to get a hold of the camera for this visit, you may want to photograph some of these acting attempts for the mother to include in the Baby Book as momentos of this discussion.

b. Expression of Multiple Emotions:

Children, adults and even animals express multiple emotions in their behavior. Use the schematic drawings of the cat showing various combinations of fear and aggression as an illustration of this. The more skilled we become in reading these signs, the better prepared we are to act in social situations. Ask the mother if she can recall realizing that someone was expressing more than one emotion? Or that she felt more than one emotion (approach and avoidance). Common combinations of emotions may be fear and anger, fear and pleasure (in a horror house or scary movie, or when doing something forbidden), anger and amusement (particularly related to children's antics), need for comfort and for asserting one's independence (starting something new) etc. The latter combination of feelings is a good one to explore in relationship to the mother's understanding of emotions her child might have. The mother herself may be able to remember when she was a teenager when she may have wanted to know that her family cared for her and that her friends liked her, but at the same time she was concerned with becoming an independent adult and a unique individual or person.

c. Differences in Ability in Understanding Emotions Between Children and Adults:

Depending on how well this approach to emotional expression is going, you may want to try out all or some of the questions from "How Does Your Child Tell You." Contrast this set of questions with a similar one from the child's point of view, for example: "How does yourchild know that:

1. you love him,
2. you are angry with him,
3. you are tired,
4. you want to play with him,
5. you want to pick him up,
6. you want to be alone?

The purpose of this juxtaposition of point of view is to show the mother that the child may be using different cues than she is, for discerning emotion. Children are just learning what behaviors are indicators of specific emotions. With verbal cues, for example, children may initially rely on tone of voice and not on specific word content. When you say no while laughing, the child may cue on the laughter and not be aware of the reprimand. If there is a dog or cat or other such pet handy in the household you may want to demonstrate this with the pet. Say mean and nasty or scolding things to a dog in a friendly tone of voice and he will wag his tail with pleasure and perhaps come over for affection. The opposite combination will result in fawning and "hurt" behavior. If you and the pet aren't on sufficiently intimate terms for this experiment, let the mother try this out.

You could inquire if the mother can think of a situation where she wasn't sure what she wanted a child to do, i.e. to continue or stop a possibly "cute" behavior. As a parent, there are times when the mother may want to try and control the expression of one emotion so the child is not confused as to her meaning. Whatever rules the parents decide they want the child to learn, should be presented clearly and consistently, both from time to time and parent to parent.

d. Sex Differences in Control of Emotional Expression:

The discussion of the expression and communication of emotion may be a good time to dip into the area of sex differences in the expression of emotion. You have already made a distinction between the control of emotional expression in adultsand children. You may want to lead this into a discussion of the process of helping a child to learn to control his or her emotions. You may want to inquire about what emotional expression the mother feels is appropriate in boys, in girls, in men and in women. Also ask her what her husband feels about this, and don't be too surprised if there are some differences in feelings if not socialization goals. Depending on the cultural backgrounds of the mother, you may find different emotions allowable in certain situations. If a general question is not sufficient to bring forth this discussion try asking such questions as, when the mother feels it is appropriate for men and women to: cry, laugh, be angry, show affection in public. Althoughyour first tendency may be to discuss "allowing boys and men to cry" don't overlook the importance of being able to show affection. Sometimes when one learns that they shouldn't reveal one kind of emotion they find it difficult to show another. Especially if the mother has at least one boy child you may want to point out that boys and girls have many of the same emotions but that parents may be teaching them different things about when emotions should be expressed and what emotions should be expressed.

e. Helping Children Learn To Control the Expression of Emotion:

Some of the cues the mother learns indicate certain emotions or feelings in her child are not learned by a child. Smiling for example shows pleasure or contentment in an infant. However, evolutionarily it may also be related to appeasement behavior, pacifying behavior or behavior that wards off agression on the part of others. Possibly, the mother may remember times she has laughed or giggled when she was embarrassed or possibly even when she was being scolded (in high school for instance) without being happy or for that matter wanting to be fresh, rather she couldn't control this behavior. (Use care in going into the evolutionary relation of emotions. The suggestion is there if you feel the mother will be interested in it. However, for some mothers this may be too confusing). Sometimes this same thing happens when her young child is being scolded. However, as a child gets older he or she imitates behavior that the parents or older siblings use to express emotion. Some of these behaviors the mother may want the child to learn, others she may rather he or she did not learn. Ask the mother in what ways she would like her child to show love and affection, or to show anger? Ask her how she thinks she shows affection to her family? What does she do when she is angry? When children see affection expressed between parents and other members of the family, they learn these behaviors, as well as learning that this emotion is good to have and all right to show. (Only if necessary distinguish between sex and affection.) Similarly, when they see parents yelling or striking out, for example, hitting an older sibling, they learn this way of expressing anger. Sometimes in controlling the expression of strong feelings adults try to do other things such as yelling and cheering at a football or baseball game, playing a strongly physical game such as hitting a ball (golf, baseball) or engaging in an activity with vigor such as cleaning a dirty stove or beating a rug. When children feel angry it can help them to learn that it is all right to have that emotion but that it may not always be all right to express it just the way they want to. Just as with adults, children can learn to free emotions by exhibiting them in ways that aren't harmful, like hitting a doll, or banging a pot, etc. Although a parent may want a child to learn how to defend himself, some lessons in the expression of emotion are more easily learned at different ages when a child already understands something about emotions and can control the expression of his emotions to some extent.

f. Summary:

It is not necessary to cover every aspect of this discussion at this time (in fact you should plan for the discussion to cover 2 visits) as certain aspects will "hit home" to some mothers and not to others. The general purpose is to help the mother think about:

1. The expression and communication of emotions in general.
2. Its relationship to social expectation.
3. The differences in the ability children and adults have in understanding the expression and control of emotion.
4. Some ways in which the mother can help her child learn to understand emotional signals and both control and express his or her own emotions.

3. Present Homework:

The assignment for this week is to start to fill out the sheet on Developmental Milestones for the Baby Book.

DEVELOPMENTAL MILESTONES

Born ______ ______ ______
date time weight

Named ______________________

Milestones in Motor Development

sat alone ______
grasped an object ______
began creeping ______
took first step ______
walked alone ______
ran ______
jumped ______
climbed ______

Milestones in Language Development

responded to name ______
understood some words ______
imitated wounds ______
first word ______
said "ma ma" ______
said "dada" ______
said "hi" ______
named an object ______
said "no" ______
made a two-word sentence ______

Milestones in Social Development

smiled at a person ______
recognized mother ______
laughed at baby in mirror ______
cried when mother left room ______
didn't like strangers ______
imitated mother's actions ______
played social game ______
inititiated contact with another child ______
played with another child ______
realized boys and girls are different ______
had a "friend" ______

Milestones in Physical Development

first tooth ______
drank from a cup ______
ate by himself with a spoon ______
______
stopped needing diaper ______
first hair cut ______

Milestones in Play with Objects

shook a rattle ______
repeatedly banged object to make a noise ______
threw ball ______
pulled pull-toy ______
pretended to drink from cup ______
built with blocks ______
"drove" a car ______
rode a bicycle ______
combed doll's hair ______
first shared toy ______

"HOW CAN YOU TELL?"

How can you tell . . .

that someone loves another person?

that someone hates another?

that someone is angry?

that someone is sad?

that someone is tired or sick?

that someone is nervous?

that someone wants to leave another person or a situation?

that someone wants attention?

Social #7(r)
11/22/72

MOTHER ONLY - MOTHER AS RESEARCH ASSISTANT

#11

Purpose:

1. TV Observation. TV off 1st 10 minutes, on 2nd ten minutes.
2. To continue last weeks discussion of expression and communication of emotions.
3. Present homework: Baby Day Record, one play description sheet.

Equipment:

Mother: Baby Day Record, play description sheet, poem Recognition for Baby Book.

Home Visitor: Stopwatch, TV Observation forms, and TV Characteristics rating scale.

Procedure:

1. TV Observation.
2. Continue last weeks discussion -- see curriculum Visit #10.
3. Homework

Give the mother a Baby Day Record to fill out for the following week. Also go over with her the play forms to refresh her memory and give her at least one to fill out over the week. Suggest that might put some different pretend toys in the basket.

1/3/73

_______________'s Early Words

1. Names for people
   - a. Specific (mommy, daddy, Johnny)
   - b. General (girl, baby)
2. Names for animals
   - a. Specific (Rover, Spot)
   - b. General (dog, cat)
3. Names for things baby uses
   - a. Toys
   - b. Food
   - c. Clothes

4. Names for things everybody uses

   a. Vehicles

   b. Furniture

5. Names for actions (up, down, outside [meaning "go outside"])

6. Words that tell you how he feels

   a. Social words (Hi, bye bye, thank you, please)

   b. Words that say how he personally feels (want, me, mine, no, yes!)

7. Names for things objects do (crash, go boom, bow wow)

8. Names describing objects (big, all gone, hot, cold, pretty)

9. Others

6/2/72

ADULT/CHILD PLAY

CHILD	ADULT
toy activity	style H* I* E* R* toy activity
toy activity	style H I E R toy activity
toy activity	style H I E R toy activity
toy activity	style H I E R toy activity
toy activity	style H I E R toy activity
toy activity	style H I E R toy activity

* H = helping, I = initating, E = elaborative, R = responsive/reciprocity

Recognition

"I don't want to hear another word!"
I hear my daughter scold.
"Dear me!" I think, "She's awfully strict
For a playful three-year-old!"
She rolls her big eyes heavenward
And sighs with great disdain.
"What am I going to do with you?!"
Her dolls hear her complain.
"Sit down! Be still! Hold out your hands!
Do you have to walk so slow?
Pick up your toys! Go brush your teeth'
Eat all your carrots! Blow!"
I start to tell her how gentle
A mother ought to be
When blushingly, I realize
She's imitating ME!

Barbara Burrow

MOTHER ONLY - MOTHER AS RESEARCH ASSISTANT

Home Visit #12

Purpose:

1. Data Collection

    a. TV Ovservation: TV on 1st ten minutes, off 2nd ten minutes.
    b. Code Baby Day Record.

2. To discuss play with the help of the Baby Day Record and Play Description form

    a. M's observation of Pretend activities .. check Developmental milestones -- Make Believe.
    b. Gross motor activities, outdoor play and water play.
    c. Adult play styles.

3. Present homework: Morning half of Baby Day Record, Play Description form, 2 Adult/Child Play forms (ask M to use one form to observe someone else playing with C -- either father, friend, or a relative and the other to note some of her own play activities).

Equipment:

Mother: Play Description form, Adult/Child Play form and cover sheet, morning half of Baby Day Record.

HV: Stopwatch, TV Characteristics rating scale and Observation form, coding sheet for Baby Day Record.

Child: Renew "Pretend" toys in basket from things in the home: Daddy's slippers, an old hat, toy telephone, etc.

Procedure:

1. Data Collection

    a. Continue observations as on previous visits.

    b. Code the Baby Day Record when convenient.

2. Discussion: Gross motor activities, outdoor play and water play.

    a. Gross motor activities, outdoor play and water play.

With renewed enthusiasm go over the Baby Day Record being careful to take note of any mention of gross motor activities (indoors or outside) and water play. Similarly review the play form with the mother selecting for special note any of the above mentioned play activities. With this information (or lack thereof) in hand, launch into a discussion of gross motor activities. Ask the mother if she has notices her child climbing on objects, going into closets or cupboards, or under and through furniture? Does he like to try and push or wheel objects almost his size? These activities help the child explore his body size and shape and that of other objects.

It is an important process in his learning about his changing size and the non-changing size of objects. If the mother has observed activities of the sort described, ask her if she has thought about increasing the child's opportunities for this kind of exploration. Particularly, if the mother approaches this topic with a negative view to the activity, lead her into a discussion of alternatives to living-room furniture for gross motor activities. Although a mother may dislike the idea of her child climbing on the couch, crawling under the table or jumping on beds, once she has realized that the child likes these activities she can provide other places for them, thereby encouraging the exploration while changing the objects that are used. In line with the notion of mother as research assistant, explain that you are trying to collect ideas for suitable objects that could be used to help the child try out and discover his locomotor abilities and the relationship of his body to things of varying sizes and shapes. Start by saying that you were given a couple of suggestions by other mothers such as climbing into or on top of laundry baskets or sturdy boxes, and through large garbage cans with their bottoms cut out, large round balls to carry and large sponges for blocks. Then see if you can get the mother into the game of trying to add other suggestions to those you have mentioned. Also includable in the list are manufactured items which would be good for this purpose like foot stools or plastic slides, tricycle type-wheeled toys, etc.

From here you may want to branch out into a discussion of safe places to climb and crawl, and the new range of possibilities opened up by the nice weather. Does the child have a place to play outside: a backyard, a nearby park or beach? Has the mother thought about toys or activities that her child might enjoy outside, or what objects or activities might be more suitable for outdoor play? Which objects or toys already are available in the home? Which might be good for outdoor play? Possibly some that you were discussing in relation to gross motor activities. You may want to suggest that playing outside in warm weather is a good time to investigate materials and textures which are less convenient to play with inside, such as dirt, and sand and water. These are all continous substances that can be used to fill up containers rather than discrete objects more often available inside.

For some of this experience it is not necessary to wait for warm weather. The child may be exploring water play already, in the bathtub. Ask if the child enjoys bath time? Are there toys available for him to play with in the bath? What kinds of things does he like to play with and what does he do with them? Are there toys that he plays with both in and out of the tub? Some objects can provide different kinds of fun in and out of the bath. For example, a balloon which may be fun to rub, sit on, throw or roll out of the water has great potential as a boat in the water.

When a child can play with different objects in different situations he will learn that objects can have many different uses or may behave differently depending on the setting. See if you and the mother can

(cont.)

think of any other likely candidates for dual setting play. Keep in mind the possibility of transferring bath time toys to an outdoor wading pool in hot weather. Ask the mother if she has any suggestions for household objects that might make good water toys or might be especially suited to play with sand or dirt? You may want to start her off thinking along these lines by mentioning plastic soap or cleanser containers. As you did earlier in the area of gross motor activities, see if the mother will contribute other suggestions. Be sure to remember all of the mother's suggestions. Since you have asked her help for ideas that could subsequently be used by others it would not be out of place to make a list in front of her. Then write up a duplicate list containing both her suggestions and yours to be included in the Baby Book.

B) Adult play styles.

This discussion will be a review or continuation of an earlier discussion on maternal play styles (Mother Only Home Visit #6). One possibility for easing into this section of the discussion is to inquire if, now that the weather is nicer, the father has a chance to play outside with the child? The front sheet of the Baby Day Record where weekends are contrasted with the weekday described may give you a handle for discussing weekend activities. Ask the mother if she ever has time to watch her husband or other adults play with the child on the weekend? Has she ever noticed that adults have different ways of playing with children or that the person will vary the way in which he plays with a child? Bring up the idea of giving names to different styles of adult play with a child. Using the definitions on the Adult/Child Play Form describe different play styles: Adults sometimes help a child accomplish a task, and sometimes they may respond to the child by carrying out an activity that the child requests the adult to do, other times they may imitate the child's activity with the same object or with a new object or they may suggest a new activity for an object with which the child is playing thinking that the child may want to imitate them. These last two types of imitation: where the adult imitates the child's activity but with a new object or the adult suggests a new activity for an object with which the child is playing can be called elaboration. These two activities can be put under one name because they both present a variation to the child in an area that he is already interested, either by continuing the child's activity but with a new object, or continuing using the object the child is playing with but for a new activity. From the mother's experience watching other people play with children, her own or others, see if she can give you examples of each type of adult play style. It may be helpful to the mother if you ask her to think of a toy or toys that her child likes to play with. Then, using these one or two toys ask her to give examples of helping, imitating, responsivity and elaboration in a play situation between an adult and a child (any adult and child will do. A hypothetical situation would be fine if the mother can reason at all along this plan, but it is not at all necessary). If this doesn't work try going back to the mother's suggestions of gross motor toys or bath toys. Try to have her visualize or describe the bath situation, for example, with her playing with her child with one

(cont.)

or two of the toys she suggested. Then, see if she can give you examples of different play styles. A third suggestion would be giving her the description of a play situation and then asking her to tell you if it was an example of helping, imitating, elaborating or responsivity. Only proceed along these lines if the mother can enter it as a game. Stop, or switch channels if you feel that she perceives this discussion as a test.

3. Present homework.

The morning half of the Baby Day Record should be left to be collected the following week. Leave it, along with apologies if necessary, but do emphasize the need for it to be completed.

Then ask the mother to observe the child sometime during the week using the Play Form. The child can be playing with any toys or objects and she can observe at any time during the day. After your discussion, however, she may find it particularly interesting to observe her child out of doors or even in the bathtub. As well as filling out the Play Form the way she has been doing before, ask her to put a plus (+) next to activities during which the child smiled. If the child smiled to a person ask her to write plus (+) and the name of the person.

The third piece of homework is the Adult/Child Play Form. Ask her to pick a time when her husband or other adult is playing with the child, possibly on the weekend, and observe the play for 10-20 minutes. On the right hand side of the form under child she can write the toy the child is playing with and the activity he was doing before the adult entered into the play. Then on the adult side write in the toy and the activiti, and then circle the adult play style: Helping, Imitating, Elaborative, and Responsive.

5/23/72

MOTHER ONLY-MOTHER AS RESEARCH ASSISTANT
Home Visit #13

Purpose:

1) Data Collection

   a. TV Observation: TV off 1st ten minutes, on 2nd ten minutes.
   b. Code Baby Day Record.
   c. Copy Adult/Child Play form/

2) A combined discussion of play with objects of contrasting characteristics, and language learning by function.

   a. Go over M's mid-week observations,, what did C do? When did he smile?

   b. Play with rollables versus non-rollables (change toys in the basket and introduce Developmental Milestones- How things Work.

   c. Adult play styles.

   d. Language Learning through functional definitions.

3) Present homework: Afternoon half of Baby Day Record, 50 word list, Baby's Firsts Sheet, Play Description form (for C's play with rollables).

Equipment:

Mother: Afternoon half of Baby day Record, Baby Firsts Sheet, Developmental Milestones--How Things Work, Word Meaning Sheet, Play Description form.

HV: Stopwatch, TV Observation form, TV Characteristics Rating Scale, Coding Sheet for Baby Day Record, 50 Word list, copy of Adult/Child Play form.

Child: M and HV fill basket with rollables from the home (e.g. balls, toy truck, wagon, deep bottle tops, etc.)

Procedure:

1) Data Collection

   a) Continue TV Observation
   b) Code Baby Day Record when convenient.
   c) If the mother has completed the Adult/Child Play form make a replica of it for your own records.

   The only purpose in doing this is to show the mother that you are truly interested in retaining her observations. Therefore, do not worry about being unable to record these observations if they were never completed.

1/19/73

2. Discussion

Using the "Baby Day Record", the "Play form" and the "Adult/Child Play" Form review briefly last week's theme of gross motor activities, outdoor play and water play, particularly if you feel the mother has acted upon the previous week's discussion. However, if there is no specific mention of the topic by the mother, and no clear evidence of these types of activities in the written homework do not be concerned about pursuing this topic at this time, rather move on. You can make the observation that just like children of this age are interested in their own movement in relationship to stationary objects they are also interested in the way objects move in relationship to them. Ask the mother if she has noticed her child becoming interested in things that roll or move under their own power? Has she seen him turn toys over, like trucks, pull toys, or bicycles and explore the wheels underneath? Under the rubric of the mother as research assistant, ask her for any ideas of household objects which the child might enjoy exploring because they have wheel-like or rollable properties? Feel free to start her thinking by suggesting such stand-bys as cans, cardboard tubes and round laundry baskets. After asking her for suggestions of objects that roll, continue to inquire about different ways these objects or others like them can be used or played with by the child that will help him to learn the characteristics of wheel. Whenever possible, try to elicit these suggestions form the mother. However, if necessary plant ideas of your own or those form the play curriculum such as: creating ramps form furniture or cardboard down which to roll different objects, contrasting rollableswith non-rollables such as blocks, boxes, rectangular sponges, moving both rollables and non-rollables across different textured surfaces, and putting rollables underneath non-rollables, etc. Make use of any opportunity to tie this week's discussion with last week's, possibly by referring to the baby's play with large-wheeled toys, or the potential for exploiting the natural or artificial slopes outside as well as the differing surface textures of grass, dirt and concrete. Also remember when the baby is exploring moving objects he is frequently moving after them or following their paths which is in itself gross motor activity.

B. Adult Play

The approach to adult play styles will be very gentle this week. Bring play style concepts into the discussion with the mother of her suggestions of activities with rollables. Ask her how these problems or possibilities might be posed or presented to the child as possible areas of exploration. The two major points are:

1. The adults' suggestions about rollables may best be made at a time that the child is:
    a. interested in wheeled objects but is not exploring the wheels,
    b. interested in rolling objects but is not playing with the specific object the adult has in mind or is not playing with it in relationship to another object or surface, etc. the adult has in mind such as a ramp.

The child, even then, may not be interested in the adults suggestions. The adult should then wait and try to make this suggestion at some other time.

You can discuss the mother's observations of another adult playing with a child (Adult/Child Play Form) if you think it will be helpful or if she is particularly interested in what she observed. However, do not push the topic of play styles past the initial reintroduction this week if you feel the mother is not comprehending you or her mind is wandering elsewhere.

C. Functional definition of objects in learning language.

If at this age the child is interested in his own movement and its relationship to objects of different sizes and characteristics, and he is interested in how objects move or behave and what they do, it is not a far jump to thinking that he may use this characteristic of movement, behavior or function in learning labels for objects. You may want to look back now at the first 50 word list that you started with the mother, adding the new words that have appeared in the interim both to her list and to yours. Select from these lists a few words and ask the mother when the child uses them? Does he seem to have the same meaning for them as an adult? If you like, use the language sheet on child and adult word meanings to record some of these differences, leaving this sheet in the Baby Book for the mother. Note particularly any words that the child uses for category of objects that behave alike in some general way, or have a similiar use, e.g. apple, orange and pear may all be called apple; all cars and trucks and bicycles may be called car. The central concept in this discussion is that children label objects according to what they do. One way of helping a child to learn different names for different objects is to tell him or better, show him ways in which they do different things. With objects that an adult can see are very similiar such as the fruits or motor vehicles mentioned above, it is quite understandable that the child labels them similarly. However, the mother can easily make a distinction between different types of rollables for example, cars and balls.

In order for the mother to understand some of the problems the child may be having in learning to name objects, play game with her trying to distinguish objects that the child names similarly by what they do. Together you may then discover that it is difficult to say that a pear, an apple or an orange function differently but you can distinguish a car from a ball although both roll. For example: a ball can bounce, it can also be thrown; a car will not bounce and the mother may not allow it to be thrown The idea is to help the mother see how her child is generalizing labels for objects and also for her to realize how difficult it is for a child to learn the difference in the names when he is interested in what these objects do (although he can usually recognize that the objects are different in some other ways).

3. Present homework:

This week you will be requesting the mother to fill out the afternoon half of the Baby Day Record. Hopefully, she will not mind too much.

Next, ask her to write in any new words of the baby's on the 50 word list. If this seems to be too much homework in light of the other requests, you can ask her to merely think about the new words and you can fill out the 50 word list together at your next visit.

The third assignment is the Baby's First Sheet. Please fill out question #4 so that it reads "Did you baby read a new book this week?" The primary purpose of this question is to use it to lead into a discussion next week of reading books with the child and the child's first and subsequent experience with books.

5/30/72

First Fifty Words

	Date	Word or Sentence	Meaning	Was it said: Alone	After someone else
1.		daddy		✓	
2.		bye		✓	
3.		hot		✓	
4.		thank you		✓	
5.		that		✓	
6.		ball		✓	
7.		doll		✓	
8.		up		✓	✓
9.		see-saw			✓
10.		box			✓
11.		dog			✓
12.		bump		✓	
13.		nice			
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					

	Date	Word or Sentence	Meaning	Was it said Alone	After someone else
26.					
27.					
28.					
29.					
30.					
31.					
32.					
33.					
34.					
35.					
36.	Y				
37.					
38.					
39.	1				
40.					
41.					
42.					
43.					
44.					
45.					
46.					
47.					
48.					
49.					
50.					

MOTHER ONLY- MOTHER AS RESEARCH ASSISTANT
Home Visit #14

Purpose:

1. Data Collection
   a. TV Observation: TV on 1st 10 minutes, off 2nd ten minutes.
   b. Code Baby Day Record.
   c. Copy new words on to 50 word list.
2. A discussion of books and reading in relationship on language learning.

3. Present homework: Full Baby Day Record.

Equipment

Mother: Morning and afternoon halves of Baby Day Record.

Home Visitor: Stopwatch, TV Observation form, TV Characteristics, rating scale, Coding sheet for Baby Day Record, 50 Word list.

Procedure:

1. Data Collection:

   a. Continue TV Observation.

   b. Code Baby Day Record when convenient.

   c. Copy new words for your 50 word list.

Discussion: Books, reading and language learning.
a) Refer back to last weeks discussion of how children learn words. Mention to the mother that books are another way to help children learn language. Pictures present an opportunity for adults to label objects and explain to the child what they do. Discuss books with M: Has the mother ever shown books to the child? What was the reaction?

b) When was the first time that he had a book of his own?
c) When was the first time the mother read or looked at a book with the child? What was the reaction?
d) Are there any books that the child particularly likes?
e) Does the mother have any idea of why he likes these books especially? Is it because of colorful picutes, familiar objects, nice textures?
f) If there is an older sibling, ask if the younger one like the sibs books.
g) Does the older child ever read or look at books with the younger one?

1/22/73 (cont.)

Mother only #14 (cont.)

h) Does the mother ever read books with both children together?

i) Is there a difference in the way she reads books to the older child and the younger one?

j) Does the younger child like to turn the pages?

k) Does he point to pictures and sometimes want to know what they are?

l) Does the younger child ever bring the mother books to read or does the mother start all the book reading times?

m) Does the child like to look at books by himself?

In general, explore- with the mother the range of the baby's exposure to books and magazines (children's and adults), as well as his reaction to them and her response to his reaction. If the mother brings up the problem that the child tears books when he has them, suggest that there are books especially made for younger children made of cloth or heavy plastic that are fifficult to destroy. Through playing with these books the mother can teach him the fun of books as wellas how to take care of them. Try to lead the mother into a discussion of how she reads books with her child (if she does at all).

Ask if the child has ever brought the mother an example of the object that was pictured in a book after she gave its name? Has she ever thought of finding an object and showing the child both the picture and the object while describing what they do are what they are used for? Sometimes it is difficult for the child to understand that the pictured object and the real object have the same name.

Besides learning the names of objects, reading with children at this age helps them to learn that books can be fun. Under the guise of mother as research assistant ask her if she has any suggestions of things that can be done with a child while "reading" together or looking at books that will make this time more pleasurable. If the mother doesn't come up with a stream of ready answers, try priming her with suggestions like acting out the pictures, turning the reading into a mild "roughhouse" game, for example, by bouncing the child when there is a picture of a horse, pasting pictures into the book, changing tones of voice while reading, making your own book out of pictures of objects the baby is familiar with, etc. Whenever possible try to get the mothers' own ideas rather than inserting your own too early.

As a lead into subsequent weeks of social discussion, you may want to emphasize to the mother that just seeing other people read, herself, other adults, an older sibling or neighbor shows the child that reading is good activity. You can ask the mother if she has ever noticed the child taking out a book after she has seen someone else reading, or even trying to copy another activity of someone else. This is a good way of pointing out that the child is imitating the behavior of people around him.

3. Present homework: Reassure the mother that this is the last Baby Day Record for several weeks. Then, emphasize the need for it to be completed. This is the only homework for this week.

* H = helping, I = imitating, E = collaborative, R = responsive/reciprocity

MOTHER ONLY- MOTHER AS RESEARCH ASSISTANT
Home Visit #15

Purpose:

1. T.V. Observation: TV off first ten minutes, on second ten minutes.

2. To begin to discuss the development of identity.

3. Present homework:

4. Forms: 3 play description forms, and Developmental Milestones Sheet (Play make-believe)

Equipment:

For mother: Three Play Forms, poem Recognition for Baby Book, any additional nursery rhyme sheets.

For HV: Stopwatch, TV Observation forms and TV Characteristics rating scales.

For Child: Pretend materials: any type of adult clothing, wisk broom, toothbrush, pair of pliers, or any other objects used by' adults close to child. HV and M select things from the house for toy basket.

Procedures:

1. Continue TV Observation.

2. Discussion:

a. Homework Review: When going over the homework on individual differences between children, be sure to emphasize those characteristics of the mother's own child which might be considered his 'strong points."

b. Introduce discussion for social roles as one way individuals differ, as one aspect of socail development. In your discussion with the mother play up in a positive light the many important roles she has within her family, using the economic labels initially (because unfortunately that is the way our sociaty seems to place value on roles). Also remember that although some of these jobs you may or may not from your own position think are what you want to work at, out in the world everyday, they are nevertheless an impressive list of skills or roles together, regardless of how they vary in their status value depending on who is looking at them as an occupation. Some general role labels under which the duties and responsibilities of a wife and mother could be organized are: dietician, decorator, beautician, social secretary, housekeeper, nurse, chef, buyer, (as in department store), seamstress, clothes designer, baker, landscape artist, chauffer, sometimes bookkeeper, recreational leader, administrator, hair dresser, engineer and of course teacher. There is another level of roles that are also important both for this mother's relationship to her husband and other adults and for her relationship with her children/ These are the roles of advisor and confidente.

c. One particular kind of social role--one which has received considerable examination in the past couple of years-- is that determined by one's sex. Discuss with M her informal observations of individual differences among people (adults and children) which appear to be related to their sex roles. These differences may include differences in interests and preferences, goals occupations, social behaviors or characteristics such as dependency, fear, anxiety, sociability, and desire to affiliate with other people....(research demonstrates that females are generally higher on these social characteristics--even as young as 15 months, whereas males are more likely than females to initiate aggressive actions and to be interested in objects rather than people), appearance, clothing mannerism, etc.

We are not suggesting that such differences are necessarily inevitable although some may be.. It is exceedingly difficult to separate effects of biological predispositions or innate characteristics form affect of very early socialization. Some of these sex-linked behaviors appear to be relatively superficial and probably very easily modifiable (occupations, clothing, mannerisms, etc.), but even those apparently more "basic" like aggressiveness, can be experimentally modified: girls become just as aggressive as boys if they are rewarded for aggressive behaviors.

Thus it appears that here is another area of the C's social development that is to a large extent dependent on parental behaviors...indirectly, by the child's identification with a parent and imitation of his role, and directly, by deliberate parental training of "sex-appropriate" behaviors, and by even more subtle parental provision of "Sex-appropriate" opportunities (e.g. toys, activities, playmates).

It is necessary that a child be raised from the very beginning to know what sex he is(otherwise he/she becomes hermaphroditic)--what can vary is how much of the stereotyped sex role is imposed. This ia a conscious decision-or series of decisions-to be made by the parents. Our purpose is to make M aware of some of the variations possible of her potential impact in this area of the C's development, and of her ability to make deliberate and more or less rational decisions concerning what sex typed behaviors she wants her child to have.
Discuss M's own experiences; how "sex-typed" she is how she thinks she got that way(how much she is like her own mother, other female friends etc.); her feelings about the principles of Women's Lib, (and about the Movement if that is revealing).
Discuss importance for C of consistent (parental) role models, and whether M has observed any differential imitation by C of male vs.female

2/7/73 Cont.

role behaviors. Give her homework exercise "Copying Mommy and Daddy" and the picture book. Suggest that this exercise is on a relatively trivial level compared to "real life" but may be interesting for illustration.

Suggest that if M is interested, we will collate data from this exercise and tell her what other M's found.

d. One aspect of playing any role and of communicating that role to others (including a "sex-role") is looking the part. Refer to "Masks Men Wear". The M's appearance as well as her behaviors influences the C. Discuss any instances in the past when M has noticed this (e.g. a new hairdo, perfume, etc.). Moreover expecially as he gets older, the C plays at different roles by changing his appearance (e.g. dressing up). To illustrate these two phenomena, spend some time playing dress-ups with the props supplied (supplemented by items from the home - like Mommy's or Daddy's shoes or socks, etc.). Have fun dressing C up, showing him mirror; talk about his pretend play (with these props in the past) and also fill out form: Observation of C's reaction to Maternal Changes. (Always use these "play-sessions" to reinforce concepts which you have presented in earlier visits -- e.g. emotional expressions, maternal responsiveness, imitation, etc.).

e. Leave Baby Day Record for homework. Suggest M and C play dress up again with things from around home. Remind M of homework on imitation.

The General Developmental Milestones Sheet can be filled out with the mother and integrated into Visit #15 or you can use it as a homework assignment and review it at Visit #16.

3. Homework

Ask the mother to fill out from 1 to 3 Play forms for next week. If feasible suggest that the mother be particularly on the look out for pretend play and imitation in play. The toy basket should help stimulate some of these activities. To aid her in catching some instance of pretend or imitative play suggest that she might like to try filling out one form from information that she has gained out of the corner of her eye. She might take a half-an-hour to an hour three days during the week and observe her child while she herself is engaged primarily with another task. Then select 10-15 minutes of that time for recording. The reason for prolonged although unrecorded observation time is two fold.

1. To show the mother that she can be aware of the nature of the child's play when she, herself, is engaged in her own activities as well as when she is directly observing or playing with the child.

2. Because pretend and imitation play are frequently fleeting in nature and the hope is to increase the mother's chance of noticing it.

MOTHER ONLY-MOTHER AS RESEARCH ASSISTANT

HOME VISIT #16

Purpose:

1. TV Observation: TV on 1st ten minutes, off 2nd ten minutes.
2. To continue to discuss the development of identity.
3. To prepare the mother for the assessment visits and summer schedule.

Equipment:

For mother: Poem Recognition, for baby book, any additional nursery rhyme sheets, Developmental Milestones Sheet

For H.V. stopwatch, TV Observation froms plus cover questions and TV Characteristics Rating Scales.

Procedure:

1. Continue TV Observation.

2. Discussion: The development of identity:

   Last week's visit will have launched you into this topic. In your discussion with the mother refer back to last week's conversation, picking up on any uncompleted ideas or unexplored areas. Although a review of last week's discussion can be helpful in integrating ideas, introduce one to several different related subtopics into the conversation. If you have not already made use of the poem Recognition or of the Developmental Milestones sheet these would be appropriate materials to prop up in a discussion.

   If the mother has completed the Play Forms, scan these for evidence of imitative and pretend play. You can use these instances as evidence of the child learning from the adult's behavior and absorbing the parent's actions into their own behavior repertoire. You may possibly find this a fruitful place for bringing up the notion of sex differences in pretend play or in early differential imitation of mother or father. Bring Developmental Milestones--Make Believe up to date. Be sure to add activities not included on form.

3. Prepare the mother for the schedule changes:
   Describe the nature of the assessment visits and the schedule for the next month. Be sure to emphasize the importance of not discussing the nature of the weekly visits with the people who will be visiting during the assessment visits. Although these visitors may ask questions the answers to which are contained in the baby book, ask the mothers not to show the Baby Book or refer to its existence. Explain that it does not matter if she can't remember all the details that might be in the Baby Book. In this regard,you may feel that you want to reassure her that the visits will not be testing her or the baby but rather the total educational program. Refer to the information: Assessment II handout for a more specific outline of assessment information and try to give her the name of the person who will be visiting her for the first assessment visit.

2/14/73

MOTHER ONLY -- MOTHER AS A RESEARCH ASSISTANT

Home Visit #17 (Play)

The next two MO visits will focus on play. The material is selected from the Play Curriculum, Home Visits 12-15. Remember that each home visit covers two weeks.

Purpose:

1. TV observation
2. Attractions and aversions
3. Pretend dressing - grooming
4. Homework: Baby Day record (AM wk. 1; PM wk. 2); Attraction-Aversion (2, wk. 1 and wk. 2); Play forms (4)

Equipment:

Mother: Baby Day Record (AM, PM); 2 Attraction-Aversion forms (MB--the MO form is a modified version of the one used in the play curriculum--objects are not listed); 4 play forms.

Home Visitor: Stopwatch; TV observation forms; cover questions; TV characteristics rating scales; 2 Attraction-Aversion forms; 4 play forms.

Procedures:

1. Continue TV observation.
2. Discussion: Attractions and Aversions (Homework)

During the second year of life children come into contact with a great variety of textures--outdoors they find sand, mud, snow, dried leaves, grass, stones, sticks. Indoors they experience fabrics of various textures (rugs, sheets, towels, clothing), smooth plastics, scouring pads, waxed furniture, soap suds, aluminum foil, paper and so on. Some textures are appealing and others are aversive. Some children approach things like steelwool and soap pads gingerly; some children love soft, furry toys, whereas other children do not find these things appealing.

Has M noticed whether C finds some things aversive and other things attractive? Food? Materials? Indoors? Outdoors? Did M have any strong aversions when she was young?

Introduce the Aversion-Attraction form. Ask her to note any of her child's spontaneously occurring reactions over the next two weeks. Ask her to think of some things the child might like or dislike (you might write these in on the form) and suggest that she offer these to him, noting his reaction on the form. Ask her to repeat her "probe" some time during the second week and note any changes. Some suggested objects: cotton balls, tissue paper, sand paper, silk scarf, snow (if winter), mud (if M is loose), grass.

How children acquire strong feelings about things is one of the challenging mysteries. Sometimes these strong feelings result from unpleasant or frightening experiences not directly related to the materials themselves. But some attractions and aversions seem to happen "naturally," and sometimes they disappear as quickly as they come. If M offers any anecdotes from her own or her child's experiences, explore additional issues such as how did other people respond when the aversion or attraction was expressed? How long did it last?

3. Discussion: Pretend dressing and grooming.

At about this age children show an interest in putting on their own and others' clothing, in brushing and combing their hair, mother's hair, brushing their teeth and so on. In part, the occurrence of this play depends on the materials available to the child-- is he allowed to try on mommy's or daddy's hats, shoes, gloves? Children also like to play with scarves, purses, suitcases, tooth brushes, dust mops, brooms and so on. Call upon previous MO and Play Curriculum visits to discuss the meaning and importance of symbolic play, role-taking, etc.

Suggest to M that she leave things of this type for C to play with--she might even put them in a basket or box set up for just this purpose. Ask her to observe what C does with these things (four 10-minute observations over two weeks would be nice).

4. Baby Day record-- AM (week 1); PM (week 2).

ATTRACTIONS - AVERSIONS

Many children have strong preferences and aversions. On the "Attraction - Aversion" form, note which things the child seems to like (+), which he ignores (0) and which he seems to dislike (-).

1) The form can be filled out when the baby plays alone.
2) Another one can be filled out when the baby is offered each type of material in turn.

Which kind of material does the child find pleasant? Which kind is unpleasant? Has the child ever experienced these materials before? How did he react?

9/5/72
Play

Name ____________________

Date ____________

TV OBSERVATION

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. M in same room as B																				
2. M look B																				
3. M smile B																				
4. M talk B																				
5. M hold B																				
6. M pun. B																				
7. M rest. B																				
8. M play B - toy																				
9. M play B - soc/phys.																				
10. M play B TV																				
11. M appr. resp.																				
12. M att. B needs																				
1. B looks M																				
2. B smiles M																				
3. B phys. cont. M																				
4. B request att. M																				
5. B voc M																				
6. B voc no one																				
7. B wanders																				
8. B play - toy																				
9. B eats																				
10. B cry or fret																				
1. sib in same rm. as B																				
2. B looks sib																				
3. B smile sib																				
4. B hit sib																				
5. B play sib - toy																				
6. B play sib - soc/phys																				
7. B voc sib																				
1. TV on																				
2. M in TV room																				
3. M watch TV all																				
4. M watch TV part																				
5. B watch TV all																				
6. B watch TV part																				
7. B att. program																				
8. B part. vocally prog.																				
9. B part. phys. prog.																				
10. B att. comm.																				
11. B part. vocally comm.																				
12. B part. phys. comm.																				

9/5/72
MO

MOTHER ONLY -- MOTHER AS A RESEARCH ASSISTANT

Home Visit #18 (Play)

Purpose:

1. TV Observation
2. Review of mid-week observations

   a. Aversions: Did M notice any unexpected aversions? Where might these have come from? Encourage discussion of the different ways adults can handle children's negative feelings about things--e.g., adults might try to coax the child, or just leave these things around, or handle them in a natural manner to demonstrate how they are used, or just forget about it.

   b. Pretend Play How did C use the dressing-grooming materials? Did M play with the child? How?

3. To introduce the topic "Organization of play things in the home."

4. To talk about the "many uses" children have for things.

5. Homework
   a. Yes-No Inventory (once)

   b. Things have many uses (observation over two weeks).

   c. Developmental Milestones -- optional.

   d. Baby's Day -- optional.

Equipment:

HV: TV Observation materials (stopwatch, etc.)
Yes-No Inventory, Many-Uses form

M: Yes-No and Many-Uses

Procedure:

1. TV observation

2. Review discussion

3. The organization of the home

   Using the Yes-No form, discuss with M where in the house C plays. Does C play wherever M happens to be? Taking the home, room by room, ask M to recall C's activities in different places. Then ask her to observe (twice) over the next two weeks C's play activities in the rooms in which he is most likely to play. Narrow down each observation to one day. (M might make notes during the day, or wait until evening). We would like to have these reports as "data," (collected on next visit) so please be sure M's name is on the form so that the material can be returned to her.

(cont.)

On your next visit, (i.e., visit #19), go over M's observations --any surprises? Did M feel she was saying No (or Yes) more than she had realized? Did C have things to play with that were acceptable to M? Discuss ways of enriching C's play areas.

4. "Many Uses"

The point of this discussion is the notion that things increase in play value when they have many uses. Ask M. to select toys (or household things) that C liked, and some he does not like. List these on the form. Ask M to recall at least one way C uses each thing. Her task during the week is to note and record additional uses. If M is not a willing record keeper, list as many activities as she can recall. Then ask her to watch C over the next two weeks. If there are things on the list that are not normally played with, M might offer these to C in order to note how they are used. When you return on Home Visit #19, add additional activities M might have noticed.

M's observations might not support the hypothesis that children prefer the things that have the most uses. A null finding leads to the question of what does influence preference. Ask M to speculate--record these speculations on your postscript sheet because they will form the basis of a future observation.

5. Developmental Milestones -- Play

Developmental milestones should be introduced on this visit. How it is introduced can vary in the following ways.

a. If there is time during the visit, go over one section with M asking if she can remember when. Suggest to her that she might consult with father or other family members during the next couple of weeks if she can't remember, and that she might also look over the others, too. How heavy a load you add should depend on M's willingness to do mid-visit tasks.

b. If there is no time during visit #18, simply give M the forms, suggesting that she might look them over because you'll be working with them on home visit #19. Again, how heavily you cast the mid-week work should be scaled to your M.

6. Baby's Day is optional. If your M likes to do the BD Record, but does not welcome other exercises, go lightly on the homework for 3 and 4, and give BD.

m018

PLAY CURRICULUM: THE YES-NO INVENTORY

Room	Child likes to play there	That's OK with me	This is what he does there	When he does that, I say—
	Yes	Yes	1.	Yes No
	No	No	2.	Yes No
			3.	Yes No
			4.	Yes No
	Yes	Yes	1.	Yes No
	No	No	2.	Yes No
			3.	Yes No
			4.	Yes No
	Yes	Yes	1.	Yes No
	No	No	2.	Yes No
			3.	Yes No
			4.	Yes No
	Yes	Yes	1.	Yes No
	No	No	2.	Yes No
			3.	Yes No
			4.	Yes No
	Yes	Yes	1.	Yes No
	No	No	2.	Yes No
			3.	Yes No
			4.	Yes No

MOTHER ONLY — MOTHER AS RESEARCH ASSISTANT

Home Visit #19 (Play-Language)

Purpose:

1. TV observation
2. Review of visits 18 and 19
3. Developmental Milestones - Play and Language
4. Homework — Developmental Milestones

Equipment:

HV: TV Observation materials, Developmental Milestones - Language.

M: Developmental Milestones - Language.

Procedure:

1. TV observation
2. Review: Yes-No Inventory and Many Uses (see visit #18 for discussion suggestions). If M used the forms during the week, go over her observations. If she did not use them, fill them out with her.
3. Developmental Milestones - Play.
   Go over with M the Developmental Milestones for play. Note that there may be things listed that M has never observed but that C can do. Suggest to M that she "test" C over the next two weeks, and periodically thereafter. Encourage M to add to the list.

   Use "developmental milestones" as a springboard for discussing changes in children's competences. Encourage speculation about what C has to know in order to do these things. Attempt to "dissect" very finely elements of specific behaviors (e.g. to turn on TV — that the knob turns, that one direction is "on", that turning must go through the click, and, most generally, that there is a connection between these behaviors and an outcome). Select behaviors from different categories to contrast (e.g. pretend versus turning on the TV) and draw attention to the differences, emphasizing differences in outcome (real-makebelieve), and in the kinds of symbols (means-end versus representational) involved. Any contrasts you make should grow out of the "dissection."
4. Developmental Milestones - Language

   Introduce Language Milestones as a way of preparing for the next 3 visits.

9/26/72
MO

LANGUAGE: Developmental Milestones

The Developmental Milestones for language can be presented as an opportunity for us and the mother to view some of the more subtle milestones in language development. Mothers usually are aware of when their child spoke his first work, when he could name everything, when he said a sentence. But the home visitor may want to explore with the mother the idea that language learning is a very complex process. Thus one might expect that it would proceed by many little steps, some of which are on the milestone list, as well as the big ones we all remember.

Ask the mother to try, using the 50 word list and her observations over the next two weeks, to record the age at which her child attained these milestones. Caution her that he still will not have reached many of them. She may want to "test" his ability to do some of them such as bringing an object from another room or talking on the telephone.

9/28/72
Language

Language
9/28/72

- Language -

Milestones in Understanding

Recognition AGE

Recognized his mother's voice: ____

Quieted when he heard her ____

Called "Mama" ____

Recognized the sentence "Do you want to go night-night?":

Looked unhappy ____

Shook head ____

Said no ____

Recognized a word for food (bottle, cookie):

Looked for the object ____

Went to get the object ____

Recognized the word "no!" ____

Requests

Gave something when you asked for it: ____

When the object was in sight ____

When it was in another room ____

Put something where you told him to put it

In the same room ____

In a different room ____

Brought something you asked for

When the object was in the same room ____

When it was in a different room ____

Said "no" to your requests

When he meant "no" ____

When he meant "yes" ____

Conversation

Understood a question about a thing ____

Understood a question about a person ____

Understood a conversation between two adults ____

Understood a conversation on television ____

Understood a conversation on the telephone ____

Anything Else?

____

____

____

____

DEVELOPMENTAL MILESTONES

- Language -

Milestones in Speaking

Words **Age**

Said first word ________
Said 10 words ________
Said 50 words ________
Said first word with two syllables ________
Said a number (one, two, etc.) ________
Said a color (red, green, etc.) ________

Sentences

Said a sentence of two words ________
Used sentences more often than single words ________
Said a sentence of three words ________
Asked a question with "who?" or "where?" ________
Said a sentence with "no" or "not" ________

Conversation

Talked about something he was playing with ________
Asked for something he wanted ________
Answered a question ________
Told you about a place he had been ________
Told you about a person he had seen ________
Talked on the telephone ________
Talked to another child ________
Talked to himself
    in bed ________
    while playing ________

9/28/72
Language

DEVELOPMENTAL MILESTONES

PLAY

Milestones in Relational and Constructive Play

	Tried to	Did it
Fitting		
Fit one paper cup into another one	________	________
Put a pot top on a pot	________	________
Put a simple puzzle together without help	________	________
Opened a screw top jar	________	________
Towers		
Piled 3 blocks on top of one another	________	________
Piled 4 blocks on top of one another	________	________
Piled 6 blocks on top of one another	________	________
Rows		
Lined up objects in a row	________	________
Made a row of 3 blocks	________	________
Made a row of 4 blocks	________	________
Made a row of 6 blocks	________	________
Anything else?		
________________________________	________	________
________________________________	________	________

MOTHER ONLY Visit #20

Purpose:

1. TV observation: TV on 1st 10 minutes, off 2nd 10 minutes.
2. Discussion of Language Milestones.
3. Discussion of Word Types

Equipment:

Word-Type Questionnaire, stopwatch, TV observation forms, TV characteristics, Baby Day Record (AM).

I. TV Observation

II. Developmental Milestones: Language

1. Go over the Milestone sheet with M. If she did not complete it during the last two weeks, do it with her at this time.
2. Look first at the "words" section of the Milestone sheet. Ask M. if she has any ideas on how her child learns new words. Is it by listening to her? To a sibling? Does the television help? Does he learn any words from books?

   Suggest to M that children often concentrate on learning one type of word at a time. Together, fill out the word type questionnaire using the list (which you probably will have to bring up to date). On the basis of this list you and I can determine what type of words C is currently learning. Ask M why she thinks it is that type. Does she use a lot of object and action words with C? Are object words easier because they have clear referents? Also look at the type(s) he is not learning. Whey does she think those are hard for C?
3. Turn to the understanding section of the milestones. The mother will probably have noticed that the recognition items occurred earlier than the requests. Use this to present the idea that repetition is one thing which helps children learn language: all the recognition items are things which she says often. You may want to add other familiar phrases C has learned to recognize.

   M may also have noted that requests for things not in sight are harder than those for things in sight. As M if she has noticed now or in the past, things which make it hard for C to obey her requests. Perhaps he does not respond when he is not looking at her? When he's playing with something else? When a stranger asks him? Enter these situations on the sheet along with the age at which he first responded (or leave the age blank to be filled in when he starts to respond).

   Ask M why she thinks C fails to respond in certain situations. She may suggest social causes (he's stubborn, afraid of strangers, etc.). Suggest that there may also be linguistic causes. Adults can listen with one ear. But when language is new and difficult it may be impossible to understand and play at the same time, or to understand the way a stranger pronounces a word, or to remember a word long enough to bring something from another room.

III. Homework

1. The conversation items on the milestones will probably not be completed. Suggest to M that this will be one of the big developments in the next year. But in the meantime C can converse, he probably just does not use language to do it. Ask M to fill out the communication questionnaire (Language Visit #17) to see how her child is conversing without much language.
2. Baby Day Record (AM).

MOTHER ONLY: Visit #21

Purpose:

1. TV Observation: TV off 1st 10 minutes, on 2nd 10 minutes.
2. Discussion of B's communication ability and conversational style.

Equipment: Stopwatch, TV Observation forms, TV Characteristics, Baby Day Record (afternoon); tape recorder and crib tape.

I. TV Observations.

II. Baby Day

1. Collect the Baby Day (morning) Record from M. Use it as a basis for asking whether B ever talks to himself, in his crib or otherwise. Ask M if she has ever noticed what he says at these times. Does he seem to be talking to someone? Does he "practice" sounds or words?

2. Play the crib tape for M as an example of how, sometimes, children play with words in their cribs. Adults think of language as something to be used with other people. Children do too, but it is also, for them, something to play with. Ask M if B ever shows other signs of liking to play with words. Does he have a favorite word or words he likes to repeat (e.g. "mamma mia"; all bad dad; Mommy) even when it means nothing (often this occurs with a person's name; he hardly knows them but he likes to say the name). Does he, or perhaps an older sibling, enjoy certain rhymes because of the way then sound?

III. Communication

1. After discussing how children play with words, turn to how words can be used to communicate. If M did not fill in the communication questionnaire during the week, do it with her at this time.

2. For most children, the most developed skill will be telling M that B wants, or does not want, something. Ask M if she can remember how this skill has developed since B was an infant. How did she know then what B wanted? When he was 8 months? A year? etc. She will probably have noticed that B uses language more and more but occasionally has to fall back on temper tantrums to get what he wants.

3. Then look at showing and asking a question. A few babies may point, but for most children these are things that are only expressed through language. If M looks at the Language Developmental Milestones, she will see that it is these skills which B needs to carry on a conversation. He has to be able to ask about things and make replies. Ask M if he ever seems to try to do this? With her? With other visitors?

4. Leave Baby Day(afternoon) as homework. Ask M if, as she fills this out, she could make special note of any "conversations" B has with anyone.

MO
10/20/72

/ /

MOTHER ONLY: VISIT #22

Purpose:

1. TV Observation: TV on 1st 10 minutes, off 2nd 10 minutes.
2. Discussion of conversational styles.

Equipment;

Stopwatch, TV Observation forms, TV Characteristics, Tape recorder. "Barna" and "Segal" tapes and transcripts.

FORMS: ↓ #5

Procedure:

I. TV Observations.

II. Conversational style.

1. Collect Baby Day Record. Ask M if she was able to note, or can now remember, any "conversations" B had when she made the record.

2. Probably B's conversations will be fairly primitive. Remind M of last week and the communication questionnaire; you noted how much better B was at telling what he wanted than at questionning and showing. Ask M if she thinks she had a hand in this. Does she remember ever teaching B words for something he wanted (cookie, bottle, etc)? or maybe she (or sibling) taught by example, e.g. pointing, taking B where she wanted him to go, etc.

3. Suggest to M that mothers often teach their children how to have "conversations" as well. They do this by making B's short "sentences" into long ones to show him how adults talk, and by asking him questions to show him how adults keep a conversation going.

4. Play the Barna and Segal tapes for M and go over the transcripts with her. Try to show her what is meant by a style which will teach B How to have a conversation. Ask M if she can think of any other ways B might learn how to converse (e.g. by listening to M and F talk, by M asking him questions, etc.)?

5. Homework.

Give M form entitled "Behaviors Related to Child's Developing Independence" to fill out before next visit at which the topic of discussion will be independence (social development). Instructions are to check the behaviors listed which child has exhibited and to add any related behaviors not included in list.

MO
11/13/72

MOTHER ONLY: Visit #23 (Social)

Theme: The child's need for independence and autonomy.

Purposes:

1. To discuss C's need for independence:
    a. how expressed in his behaviors,
    b. how M can foster.
2. TV Observation, off 1st 10 minutes, on 2nd ten minutes.

Equipment: Stopwatch.

Forms: Little Chores; Restraints; Xeroxed articles: Encouraging Independence; Independence, Responsibility and Identity; Will Your Child be a Conformist? (to leave with M); TV Observation forms.

Procedure:

1. TV Observation.
2. Child's Expressions of Independence

    Go over form left last week: "Behaviors related to Child's Developing Independence" to introduce discussion topic for this visit.

3. Developmental context of Independence

    Continue discussion by briefly reviewing course of development regarding child's relationship with his mother. At first, as a newborn, the infant was unaware of people, but soon he became "socially aware" - and then he singled out his mother, because he saw so much of her, and she was so important in satisfying his needs and desires, and he became "attached" to her. For awhile, probably, he wouldn't even let her out of his reach, or his sight, he followed her everywhere and held on to her a great deal. He cried when she left him. In recent months, however, this dependence on his mother seems to be diminishing (we hope!). If a relationship of trust has been established, the child is now able to separate himself from his mother. This is the normal course of development, and the child's burgeoning independence should be encouraged. Only when he feels independent can the child leave his mother to explore his environment and explore relationships with other people. The child will still need his mother - to provide a secure base from which he can venture forth to explore the world. It is important that he know her love and attention are always waiting for his return. But now it is no longer necessary that M remain close and constantly watching. He will return to her when he needs her. Meanwhile, it is important that he be given opportunities for exploration and experimentation on his own - times to be alone, to be free, to do things for himself. Page 1 of Xeroxed article "Encouraging Independence" gives one view of what is meant by independence and why it is important.

4. Maternal Encouragement of Independence

When M observes C's various expressions of independence, there are a number of ways in which she can encourage him and foster his development of autonomy:

a) She can give him lots of opportunities to play and explore alone without her intervention yet while she is still near.

As an example of how to set up an independence-exploration situation, suggest that the mother might present the child with the bag of wrapped objects, then leave him to play uninterrupted. Mention to the M that the bag may contain just some odds and ends - nothing of particular value, wrapped in pages from an old magazine. If the C is in the habit of following M around all the time, still, perhaps it is because he doesn't have interesting objects to explore. Objects are especially effective in stopping the child's following of M if they are new to him - things he has not played with before. Suggest that when M has work she wants to do without being constantly bugged by the child, she put together such a bag of "goodies." Ask if M has ever done anything like this.

b) [Refer to Xeroxed article on Encouraging Independence for next 4 ways of fostering independence - supplement your discussion with paraphrases or quotes from the article.] The mother's attitude is important. She must view child as distinct individual, think of him as independent and not an extension of herself. (p. 2)

c) Mother should give C a certain amount of responsibility, let him do some things by himself (p. 2,3). To do this effectively she must be able to assess his capacities, know what the situation demands, and find a balance so that he is given some responsibility but not overwhelmed by it. She should not push him, tell him, rush him - but should let him learn on his own. The Xeroxed selection "Independence, Responsibility and Identity in other cultures" is relevant to this point. Read it or leave it. Examples of situations in which C can begin to be given responsibility, at this age, include feeding himself, dressing, grooming, and putting away his toys (like the ones you have just brought him - which can all go back into the shopping bag). Other examples are listed on the form "Little Chores for______", which is to be left for homework. Ask M to fill it out on 3 days in the next 2 weeks (tomorrow, in one week, in two weeks) adding any other "little chores" which occur. Apropos of "little chores" take a look at suggestions made by other mothers: Xerox - "Encouraging Independence."

Mother Only #23 (cont.):

d) Mother should not be overly restrictive, controlling, restraining (p. 3,4). Curiosity and initiative and exploration may be innate, but they are easily stifled if the C's environment (especially M) is too restrictive. There is also a homework exercise labelled "Restraints", which should be filled out for one day during next 2 weeks, to illustrate what is meant by restriction. Look at it now. If you feel comfortable, suggest that M may want to try a second day if she sees how many restrictions occurred in one day. Leave Dr. Spock article related to this issue.

We do not wish to imply that no restraints are needed. Of course, the child needs to learn limits. What we are proposing is that the child not be so restricted, restrained, and controlled that he has no freedom to explore or to express his independence.

[Sue F., Nancy, Vickie and Margaret - your bag contains pennies (washed) or buttons - check that that's ok with M.
Everybody - make sure M doesn't mind if C has raisins or lollypop.]

e) Mother should encourage C's self-evaluation (p. 4,5). This really applies to older children - but M may want to have it for future reference.

f) Mother should allow C some objects for his very own, which nobody else touches, which he can keep in his very own shopping bag, toy box, laundyy basket, or suitcase.

MO
11/15/72

Little Chores for____________________

Show him how - help him - reward him if he does it - but don't force him to do it.

	Did the child have a chance to do it?	Did you show him how or help him?	Did he do it by himself?
Putting his toys or clothes away			
Dressing or undressing himself			
Fetching things for M (broom, etc.)			
Feeding himself			
Washing his hands			
Brushing his teeth			
Brushing his hair			
Helping mother put groceries away			
Helping mother set table			
Helping mother sweep, dust, vacuum			
______________________________			
______________________________			
______________________________			
______________________________			
______________________________			
______________________________			

Postscripts

For one whole day keep a record of the number of times you said "no" or "don't" or "stop it" to the child -- and why.

What was child doing when you said "no" or "stop?"	Did he stop or not do the activity?	Why do you think it was necessary for him to stop?

MOTHER ONLY - VISIT #24 (Social)

Theme: Peer and sibling relations: Prosocial behaviors.

Purpose:

1. To continue discussion about child's dependence.
2. To discuss child's interactions with other children, and to talk about ways of modifying or amplifying his social behaviors with peers.
3. TV observation, on 1st ten minutes, off 2nd ten minutes.

Equipment:

Forms: Observation of ________'s Play with Another Child (3 copies); Xeroxed article (Spock) on making friends; Xeroxed examples of prosocial behaviors (2 pages).

Procedure:

1. TV Observation.

2. Go over homework from last visit and reiterate points made in your discussion of independence.

3. Talk in general with M about her observations of the C's behaviors with peers, particularly focussing on prosocial behaviors (affection, giving, helping, sharing, cooperating) since the next visit will be about antisocial behaviors. Use the Xeroxed examples to add interest to your discussion and jog the mother's memory about prosocial behaviors the child may have exhibited. Include in your discussion questions about specific behaviors, their frequency of occurrence, the particular situations in which they seem most likely to occur (number of people, number of toys, child's state -- e.g. tired, cranky, etc.) and the individuals who have elicited such behaviors (ages, sex, their behaviors, etc.).

Be sure to emphasize that at this age, prosicial behaviors with peers are very rudimentary and infrequent. One doesn't really expect a 20-month old to share his toys. But it is not too early for M to start thinking about this aspect of the C's social development. It is important for her to be aware of her child's interpersonal behaviors with other children, if she wants to modify them and promote his social development.

4. Ask M to fill out observation form of C's play with other children during next 2 weeks. Suggest she try to get some variety of playmates for C (e.g. different ages).

5. Talk about the possibility of increasing the C's prosocial behaviors (if M wants to). Research on prosocial behaviors suggests some guidelines which may apply in her dealings with C.

(cont.)

11/30/72

Mother Only #24 (cont.):

1) Materials

In the peer situation, present lots of materials that both children can play with like sand, playdough, blocks, paper, etc. - so conflict situation doesn't arise when both children want the same toy.

2) Time and watchfulness

Don't keep kids together too long at a time - probably less than an hour; keep an eye on them in order to end play period at an appropriate time (when children are getting tired and cranky).

3) Intervention

With young children, M can monitor play and mediate if necessary. When possible, she should probably prevent disputes before they get started.

4) Practice - don't preach

Don't force children to play "together." if they don't seem to want to; don't lecture them about what behaviors are socially desirable, but play with them, demonstrating prosocial behaviors by example (e.g. giving toys to other child, sharing, taking turns, expressing affection).

5) Wait for the "right time"

Don't force C to share his own toys. Let him have possessions which are his very own. Let him know what's his is his. Sharing can be encouraged by allowing the child independence and possessiveness, while modelling generosity yourself. In time child will share spontaneously. When this occurs, make sharing rewarding.

You may want to make a list of these ideas for M to keep in Baby Book. Suggest M keep them in mind and perhaps try them out.

5. Leave Spock article for M to read. Remind her about homework.

MO
11/30/72

MU-27

OBSERVATION OF ___________'S PLAY WITH ANOTHER CHILD

Behavior	Check when behavior occurs
Plays alone -- ignores other child	
Plays beside other child but does not interact	
Plays with same toys as other child	
Shares food, materials or toys with other child	
Touches other child affectionately	
Attempts to comfort other child	
Attempts to help other child	
Talks to other child	
Gives other child a toy	
Laughs when other child laughs	
Cries when other child cries	
Follows a suggestion made by the other child	
Hits other child	
Takes away other child's toy	
Pushes other child away	

Social
10/31/72

MOTHER ONLY VISIT # 25 (Social)

Theme: The child's antisocial behaviors. Jealousy and aggression.

Purposes: To consider negative aspects of social development and methods of dealing with them.

Forms: Observation of Antisocial Behavior (2 copies), Why Aggression? (1 copy), Xeroxed articles (6 pages) on sibling rivalry and violence (to leave); Baby Day Record; TV Observation forms.

Procedure:

1. TV observation
2. Go over homework from last visit (prosocial behaviors in peer interactions). Discuss M's reaction to Dr. Spock article on making friends. Use homework about peer interactions as jumping off point for this week's discussion about antisocial behaviors which occur during such interactions. Find out if M observed any incidents involving antisocial or negative behaviors such as fighting, hitting, etc. when they occurred, and how they were handled.
3. Lead M in discussion about children's exhibitions of jealousy and aggression.

Your discussion should be guided by the following questions, issues, illustrations and suggestions.

a) Questions and Issues. How do you feel when you see children fighting? Boys? Girls? (acceptable level of expression of aggression, sex role stereotypes). When do they usually fight - or why? (Jealousy, excess energy, sibling rivalry, fatigue, age?) Did you ever feel jealous of a sibling? Why? (Read article on Sibling Rivalry). What do you do when you see your child take away another child's toy? (Managing control of aggression) What do you do when you see your child hit (push, tease, etc.) another child? [How much you emphasize sibling rivalry should probably depend on the family constellation with which you are dealing.]

b) Illustrations and suggestions. Draw from or read aloud Xeroxed articles on sibling rivalry and violence. Emphasize that jealousy and aggression are normal and natural -- in moderation -- but as C gets older it is essential that he learn to control expression of these impulses. The mother can provide the child with a model of behavior, verbal substitutes for physical aggression and a setting which minimizes the C's feelings of anger and jealousy.

4. Give M copies of "Observation of Antisocial Behaviors" for homework. Suggest that she observe her child's behavior during interaction with a peer sometime during the next two weeks, and make a record of his aggressive or negative behaviors. When she has this record, she should try to generalize about what situations maximize peer aggression. Questions she might ask herself about these peer interaction situations are listed on form "Why Aggression?" Leave this form.

Stress that M should try to minimize frequency of situations in which aggressive, negative, jealous behaviors are most likely to occur; but when these behaviors do occur (as long as they are not excessively frequent or violent) to accept them as natural, necessary, and even--in our society--as potentially positive and adaptive. Note adult need for certain amount of competitiveness and need to stand up for ones rights and convictions. What child must learn as he gets older is to control physical expression of aggressive impulses. M can help him learn control by modelling non-violent behaviors herself, by talking to C about his feelings and acceptable expression of these feelings, by providing acceptable outlets for aggressive energy (like inflatable punching doll), by supervising, participating in, and gui-

Mother only #25

ding peer play and by intervening when she observes that peer situation is getting out of control, by showing C how to play with other people, by playing with him often herself.

MO2

OBSERVATION OF CHILDREN'S ANTISOCIAL BEHAVIORS

Antisocial Behavior	What "provoked" the antisocial behavior? (including immediate situation, other child's behavior, child's state, etc.)	What was your response?

Social #22
11/13/72

WHY AGGRESSION?

Is the child hot, hungry, tired or cranky?

Are there enough toys available for both (or all) children to play with?

What ages are the children?

Is child imitating aggressive behaviors he has seen other people do (peers or adults)?

Is one child getting more attention than the other?

Has one child been favored over the other (with praise, treats, toys, affection)?

Did someone take away something the child wanted (a toy, a cookie, a book)?

How long have the children been playing together?

Social #23
MO #25
11/29/72

MOTHER ONLY #26-27

Purpose: Review and/or makeup.

Theme: If review, draw from previous 9 home visits (17-25) emphasizing areas not well covered. Tailor to fit M and C for areas you feel haven't been well actualized.

#17 - Attractions-Aversions; pretend dressing & grooming.
#18 - Organization of playthings in home and "many uses" C has for things in home.
#19 - Developmental Milestones: Language and play.
#20 - Disscussion of word-types.
#21 - C's communication ability and conversational style.
#22 - Conversational styles.
#23 - C's need for independence and autonomy.
#24 - Peer and sib relations; prosocial behavior.
#25 - Negative aspects of social development.

Forms: BO 17-32 form (relabel MO 26-27); Postscript sheets; TV Observation forms; Any relevant forms from previous visits (17-25).

Procedure:

1. TV Observation, on 1st ten minutes, off 2nd ten minutes.
2. Review (referring to curriculum you've chosen).
3. Collect homework - Baby Day Record; Observation of Antisocial Behaviors.
4. Fill out BO form to indicate format followed and complete Postscript sheets on "what happened."

1/3/73

MOTHER ONLY HOME VISIT #28

Purpose:

1. TV Observation
2. To introduce topic of constructional andrelational play.
3. Discuss Developmental Milestones(Play-Construc. and relational)
4. Discuss paper play.
5. Affect-Smiling and Concentrating.
6. "Involvement" discussion.

Forms and equipment: TV Observation materials: play observation forms (2).
Developmental milestones (Play-rela. & constructional;
Baby Day Record-optional.

Procedure:

1. TV Observation-off 1st 10 min.,on 2nd ten minutes.

2. Discuss constructive and relational play. Using play observation forms discuss C's play with materials of this type-toys and objects around the home (i.e. stacking, lining up, fitting, etc.) Does C often play with toys of this type? Has he done things in the past that he doesn't do now?

3. Constructive play--is C interested in stacking blocks, etc? Does he prefer stacking some objects to others? Interested in lining up, making towers, or is C more interested in knocing down?

4. Relational play--does C like to work with puzzles? Does he seem to realize that pieces fit in the holes? Work discussion around whatever fitting type toys or objects are available to C. Does C find this type of task too frustrating? It;s important to pose problems which challenge a child to develop his capacities, but at the same time there is the danger of discouraging him if the task is too hard and therefore unappealing to him now. It's important not to push the child. HV can suggest that adult pressure to do task C finds too hard will usually turn the child off to the problem. At this age we only expect experimentation with puzzles and tasks of a relational, fitting nature, certainly not mastery. If the child can do it, great.

5. Developmental Milestones--Probably C will have done many of these constructional and relational things in the past. Here it might be interesting to review the child's stages of development by looking back at early play forms and discussing how these changes seem so simple and could happen without being noticed, and yet they represent a large change in how a child is thinking and translating his thoughts into action. A tower of 6 blocks is much harder to balance than one of 3 blocks and requires more concentration, tenacity, and coordination to say nothing of the desire to build a tower. The C's relational and constructive play will begin to have more elements to it and vocalization will elaborate it further

Cont.

Mother Only #28 (cont.):

6. Ask M over next 2 weeks to observe C's constructive and relational play and note activities on developmental Milestone sheets. . (2).

7. Paper Play -- Introduce notion to M that paper strongly attracts children, but frequently the paper a child "gets into" is something that parents don't want destroyed so that understandable restrictions are set up which make paper "off limits" to an exploring child. However, children enjoy and learn from playing with different varieties of paper. Suggest the M gather a special paper collection just for the child to do with as he wishes, things the child can rip and tear. If this concerns M she could present the paper set at specific times during the day in a specific room where clean-up is easiest. Suggest the possibilities for paper play -- aluminum foil, crepe paper streamers, small bags, plates, party favor cups, paper cups, magazines, newspaper clippings construction paper, waxed paper, etc.

If useful to the M, suggest also possible elaborations which might be used in paper play such as wrapping, noise making, ripping, tearing, crumpling, dressing up, etc.

Ask M to fill out 2 play observation sheets over the next two weeks while observing the C's play with paper materials.

8. Affect - Similing and concentrating.

Ask M to note also instances of smiling and concentrating on play observation form during play periods. The general idea is to notice wheter periods of concentration are followed by smile: What activities are associated with "concentration"? When do children smile? Connect this discussion to earlier discussion of "many uses" of various toys. How might the "many use" hypothesis be elaborated? The "many uses" of things might not be the same for all materials (constructive and relational as opposed to paper play), not all things having the same ability of posing problems.

For homework as M to observe C's play, in 10 minute periods, while she is busy doing something else (supposedly) and note activities that lead to smiling and concentrating . . for both paper and relational-constructive play periods.

9. Relating to the above, discuss "involvement" with M. Did M enter C's play with toys during the week? Does she feel that her entries increased in C's involvement with toys? Encourage discussion of C's play activities when he was most involved. Least involved. Does he repeat some activities often? Which ones?

(cont.)

2/20/73

Mother Only #28

Points to bear in mind. Involvement is a general term used to describe the intensity of C's engagement with objects. It is when C is involved that we who watch are tempted to say that C's activity is purposeful -- that C is intentionally and deliberately doing "someting" in order to achieve "some" goal, and often the foal or purpose we attribute to the child is equivalent to a description of the activity (when C is carefully lining up cars in a row, we assume that C wishes to make a row of cars even though he might really be just putting one car next to another without having a "row" in mind while he is doing it.) Using C's activities with a specific toy or toys, for examples, build a set of specific instances of activities which occupied C's attention. Encourage speculation about C's intention or purpose and cement this discussion with the notion that whatever the intention, it is C's own.

7. Homework. Developmental Milestones (2); play observation forms (2); Baby Day record - optional. If your M likes to do BD but doesn't welcome other homework, go lightly on exercises for #, 4 and 5 and give her BD.

8. Mid-month mailing and phone call.

2/20/73

MOTHER ONLY #29 Language

Purpose:

1. TV Observation: on first 10 minutes, off 2 nd ten minutes.
2. Discussion of Language Milestone-conversation item.s
3. To ~~improve~~ C's conversational ability.
   a. What Do you See?
   b. What Do You Want?
4. Introductory discussion of shapes and colors.
5. Mid-month mailing (colors and shapes form)
6. Homework

Forms: Developmental Milestones-conversation: Communication Questionnaire: What Do You See? (2); What Do You Want?

Procedure:

1. TV Observation.
2. Refer to conversation items on Developmental Milestones (MO visits 20-22). Remind M that this will be one of the C's big developments through the next year. Although some C's may be able to converse now, others may not use too much language in their conversing.

   Review showing and asking a question. Some C's may point, but for most C's these are things expressed only through language. Referring to language Developmental Milestones, discuss how C's skills for carrying on a conversation have imporved (or altered) in recent weeks. Mothers are instrumental in teaching children how to have conversations. Has M been doing this (e.g. making C's short sentences into long ones? Asking questions to show how adults help keep conversations going?). Discuss other ways children learn to converse,(e.g. listening to adults converse; sibs or other children, etc.)

3. What Do You See"

   a. As C's conversational abilities increase, it is useful to give him the opportunity to learn how to conduct certain kinds of conversations. One very way which works well at this age is conversations about "What Do You See? With M, look at "show" column of communication questionnaire to see how C has such conversations now. HV explains that "What Do You See conversations should improve this column.
   b. Ask M to note on What Do You See form any attempts C makes during the next month to answer such questions.
   c. Discuss with M that certain situations and topics may appeal to C more which is why perhaps he has a better vocabulary in these areas. With M complete a What Do You See form indicating what situations M feels are adapted to asking this question (e.g. book, TV, looking out window, Etc.).

3/19/73 (cont.)

Mother Only #29 (cont.)

4. "What Do You Want"

a. HV explains there is another type of conversation which C can learn through--one which he may find easier, since there is more motivation and M may find his ability at these conversations makes her life easier. These are conversations about What Do You Want?

b. Referring to communication questionnaire, explain as "What do you see", conversations should imporve "show" column, the What Do You Want conversations should imporve columns 2 and 5 as well. Using examples as a guide discuss what would be the next step ~~in~~ C's communicating what he wants (e.g.C now says name of thing, next step would be a 2 word sentence like "want cookie").

5. Discuss color and shape confusion with M using Color and Shape form as guide. Explain that you will be contacting her about mid-month by sending along this form for completion before the next visit.

Use mid-month call to discuss how C is doing and how his conversational style is developing.

6. Homework: What Do Yuu See?
What Do You Want?

3/19/73

MOTHER ONLY #30 (Social)

Theme: Adult's social roles; C's social pretend.

Purposes: 1) To discuss variations in adult social roles.
2) Discuss with examples how C tries out different social roles particularly parental - in his pretend or make-believe.

Equipment: A selection of books from following (whichever you prefer): "When I'm Big", "When I Grow Up", The Day Daddy Stayed Home, We Help Daddy, The Daddy Book, Children and Their Mothers, Children and Their Fathers, What is a Mother?, What is A Father?

Forms: "_____Pretends"(1), What is a Mother? What is a Father? (1), Xeroxed articles: Should Girls Be Raised Exactly Like Boys?, What are Girls?, Little Boy Blues, A father's Role.

Procedure:

1. TV Observation: off 1st ten minutes, on 2nd ten minutes.
2. Review: What Do You See?. What do You Want? and Color and Shape forms/
3. There are numerous possible props for this visit--I leave it up to you to select the most appropriate ones for your particular mother.

These props include

a) Xeroxed articles on sex roles in kids; one on a father;s role (to be read at visit and/or left.

b) Photograph books (Children and Their Mothers, Children and their Fathers) for pictorial contrast of maternal and paternal roles).

c. Books entitled"What is a Mother?" and "What is a Father?" (kids ideas about maternal and paternal roles). May be used in conjuction with stenciled form "What is a Mother?What is a Father?" This should be filled out by M (and HV) probably during visit, as M thinks about her behaviors and activities that are distinctive from her husband's (or father, boyfriend, brother, etc, if no father is present in family) -- from the child's point of view. E.g. who folds the laundry? does the dishes? rakes the leaves? reads the paper? takes out the garbage? talks on the phone?,etc.

d) A number of children's books which deal with the father's role or with occupational roles (and sex role stereotypes linked to occupations).

*e) Keep a record on the form "_____pretends" of C's behaviors which illustrate that he is playing at different social roles (like M, Like F, Etc.) Also ask M about such behaviors which she has observed in the past. This form should be left to be added to as M observes C's behaviors during the next weeks (especially when he is playing alone,e.g. with dolls.)

f) This would be an interesting visit to invite the father to attend (or participate in) if you felt so inclined.

4/30/73 (cont.)

Aided by these props and exercises or just in spontaneous discussion, you should cover the following points or issues during this visit.

Children play at roles: Children try out or play at many different social roles, or aspects of different roles, when they are young. By the time they have reached adulthood they have generally assumed fairly consistent (even rigid) role definitions--e.g. as a woman, a teacher, a mother, a plumber etc. etc. Mothers should encourage children's exploration of different roles, should encourage their pretend play and make believe fantasies, to increase their options in later adult roles.

Parents provide role models. At this very early age when their exposure is limited' almost exclusively to parents and family, the most likely roles for children to play at are those of mother and father.

Adults assume roles. This raises issue of male/female roles (in parenting, in working, Women's Lib, etc). Raise as much consciousness as feels comfortable; share personal feelings, experiences, solicit M's opinions, descriptions.

d) How children learn social roles. (specifically- for illustration, sex roles). Most parents pay considerable attention to the sex-appropriateness (as they see it) of their child's behavior, rewarding responses that are appropriate to his sex and discouraging those that are not (deliberately or unconsciously). Parents are likely to encourage a boy to "fight back" if attacked by a peer, but they are most likely to punish this kind of behavior in their daughter. If a preschool girl cries after losing a game, this reaction is likely to be accepted as appropriate for the "weaker sex", but a boy who shows tears is likely to be reminded that "little men" don't cry. By age 5, most children are keenly aware of sex-appropriate interests and behavior. Presented with pictures illustrating sex-typed toys, objects, and activities (e.g. guns, dolls, cowboys, Indians, kitchen utensils), most 3,4, and 5 year olds prefer those appropriate for their sex.

Social pressures also foster appropriate sex-typing of behavior. The culture provides considerable reward for accepting one's own sex role and punishment for the manifestation of traits appropriate to the opposite sex. Thus the boy is pressured to model himself after the father, the girl after the mother.

The basic components of sex-typing are undoubtedly acquired at home, largely through identification with, and imitation of, the parent of the same sex.

Theoretically, the degree to which the child adopts a parent's behavior is a function of that parent's nurturance and affection, competence, and power. If the parent did not possess these characteristics, the child would not want to be like him, and would not acquire a positive identification with him, The ideal situation for the adoption of culturally approved, appropriate sex-role behaviors would be one in which the same-sex parent is seen as nurturant and possessing desirable characteristics, and both parents consistently reward sex-appropriate responses and discourage inappropriate ones.

4/30/73 (cont.)

MOTHER ONLY #30 (cont.):

There are also more subtle ways by which parents foster sex-typing: by the toys and books they provide (baseballs, chemistry sets, electric trains or Barbie dolls, nurse kits and tea sets), the clothes they dress the C in, the opportunity for sports and activities they offer (skiing, camping, skin-diving and football, or ballet, piano lessons, and baking brownies).

e) What role M desires for C - and the HV's position.

Behaviors which are generally sex-linked include aggression, emotional expression, dependency, etc. Discuss. Your position should not be to determine what are appropriate role characteristics for C but to make M aware of the C's role development and of her own influence on this development (through reinforcement, demonstration, provision of objects and opportunities).

5. Mid month phone call:

a) Discussion about C's social pretend in past 2 weeks. Has C added anything new?

b) In preparation for next visit on emotional expression and to stimulate M's thinking and observations, tell M you will send Xeroxed article "Emotional Expressions" which suggests some issues regarding how emotional expressions develop and "Feelings and Actions, Negativism", asking M to watch for instances of negativism (or temper tantrums) in her child's behavior in preparation for coming visit.

4/30/73

______________PRETENDS......

Pretends to be a mother:

What behaviors of child are like those he has seen his mother do often?

Pretends to be a father:

What behaviors are like those he has seen a man do?

Other "make believe" play:

Social #23 - 11/28/72

WHAT IS A MOTHER?	WHAT IS A FATHER?

Social #23
11/28/72

MOTHER ONLY #31

Theme: A. Understanding and expressing anger and affection.
B. Children's fears and how parents can help children overcome them.

Purposes:

A. To discuss and think about issues in the emotional expression of parents and children.

B. To examine common fears of children at this age and particular fears of this child and to discuss how parents' attitudes and behavior can alleviate these fears.

Forms: A. Xeroxed: Emotional Expressions, How much affection should you show your children (spock), Feelings and Actions, Negativism, This Face is Happy; __________ Gets Angry, Physical Affection.

B. Normal Fears, Children's Fears, The Dangers of Hiding the Truth from Children, Things That Go Bump, All About Witches, Ogres; A Voyage to Brobdingnag, Helping the Child Overcome his Fears; __________ is Afraid; Frequent Fears.

Procedure:

A. An importat subsection of "social development" is emotional development" -- how the child learns to understand his own and others' emotions and learns to communicate his feelings to other people. The excerpt "emotional expressions" suggests some issues, regarding how emotional expressions develop, for discussion.

One of the most troublesome emotional developments at the age the child is now is "negativism" or "temper tantrums". These are inevitable by 18 - 24 months and continue till the child is about 3 years. They may be the result of specific frustrations or may be indulged in by the child just for "fun." They are most frequent when the child is tired, overstimulated or ordered about too much. They will be most likely to persist if they are reinforced by adult attention or acquiescence.

Ask M about any temper tantrums of negativism she sees in her child's behavior.

Read "negativism" and "feelings and actions" and discuss.

For homework ask M to keep a record for a few days of C's expressions of anger and her reaction (________ Gets Angry).

. On the other hand .. the expression of positive emotions can cause problems too -- especially for parents. There may be times when it is difficult for parents to know how physically affectionate to be -- for mothers with sons, fathers with sons, fathers with daughters and so on. Perhaps the M has already noticed conflicts between what she feels and how she thinks she ought to behave. Perhaps she has seen families where affection is never expressed openly, or by contrast, families where there seems to be "too much" hugging and kissing. Perhaps M has initiated affection with the C only to be rebuffed. These are some issues to discuss in this area.

Read Spock's article "How much affection should you show your children" and discuss reactions.

Give M "Affection" form for homework.

(cont.)

Mother Only #31 (cont.):

. Look at "This face is happy." Describe the experiment summarized at top. Ask M if she has noticed instances when her child appeared to empathize or understand another person's emotions (perhaps her own). Probably her child is too young now to understand the "game" of pointing to the appropriate face when a situation (short story) is described, but suggest that she save it for a few months and try it again, and in the meantime she might like to try it out with any (slightly) older children she knows.

B. Discuss by reference to assessment visits, how these were received. To introduce theme B for this visit inquire as to whether child evidenced any fears during this period (of new experiences or of previously familiar and comfortable objects or occurences).

Use the list of "Frequent Fears" to jog M's memory about possible fears C has or has had. Point out that such fears are completely normal in young children -- in fact, the number of fears a child has is correlated with his intelligence. Only if fears are very persistent or excessive is there cause for concern (in which case parents should seek professional counsel) Ordinarily, however, fears will dissipate naturally as C outgrows them, if they are handled reasonably and rationally by parents. The way to "cure" a fear is not to force the C to overcome it by exposure to the fearful situation. It is best to realize that fear is not necessarily a bad thing - maybe adaptive. Should respect C's tendency to withdraw. Give in to him/her.

Use the xeroxed materials (except the Dangers of Hiding the Truth) as basis for discussing other parents' treatments and professional recommendations for the treatment of fears.

Show M the "__________is afraid" form and fill in a few examples she has observed (masks, animals, insects, etc.). Ask her to keep the form and fill it in whenever she notices the C is afraid of something. Leave the xeroxed articles for her to refer to if she cannot remember the best way to handle a fear. Let her read "The Dangers of Hiding the Truth" on her own.

Mid-month Phone Call:

1. Inquiry related to discussion during Visit #31 about C's fears. Has M observed any new ones? How did C express fears? How did mother react?

2. Discussion of articles about children's fears that you left with M - her reactions, interest, their usefulness, etc.

3. Mention and discuss fact that following visit will be final visit. Feel out M's reactions to best tailor handling of last visit to suit her needs.

5/30/73

______________________Gets Angry

What makes child angry?	How does he express the anger?	How does mother respond?

Physical Affection

Keep a record for one entire day of each time you express affection to the child by some kind of physical signal (a hug, a kiss, a pat, etc.) Each time, note:

How was affection expressed?	How did child respond?

MOTHER ONLY - VISIT #32

Purpose: Review

Forms: TV Observation forms, Developmental Milestones II (Lang.), Xeroxed: Margaret Mead Answers, Classroom Inventory, A Complete Guide to Setting Up a Play Group for Preschoolers, The New Look in Nursery Schools, Choosing a Preschool.
Assorted language forms (see 1.b.).
A sample copy of "The Open Home" (see BK).

Procedure:

Language:

1. Review the course of C's language development and prepare M for future language acquisition. Use the Baby Book as your prop. Go through it with M looking at the language progress C has made.

a. Bring any incomplete forms up to date.

b. In addition, bring with you copies of previous forms (3 or 4) that touched issues on which C has made progress. For example, if C has learned words for colors or comparatives, bring "Descriptive Words that ____ Understands." With M, discuss what words he now understands. Fill out the new form and add it to the Baby Book.

c. The general tone of the review should be 1) look how far C has come and 2) look what a good communicator he has become.

d. Give M a copy of Developmental Milestones II. Go over it, completing any items C can already perform. When you get to conversation, review with M the early part of the curriculum. We talked about descriptive language and language to express needs and wants. B can now express these things to M. Soon he will learn to express them to friends. And later he will learn to describe things very exactly.

Play:

1. Reminisce.

a. About the C. How did C play at 12 months, 13 months, etc. What were C's neatest activities? Were there any terrible times?

b. About the program. How did M feel about the program when it first started? What were its best parts? What were its worst parts. Any suggestions for doing it better?

Social:

Your goal should be to give the mother some awareness of issues in social development which she will have to face in the future, and some "ammunition" for dealing with them. In particular, discuss expected changes in C's social relationships, goals for C's future (social) development, and future social environments (i.e. nursery school, etc.) in which C will likely find himself. The xeroxed articles should provide you and M with information about these issues. How you present the material is up to you.
6/13/73 One exercise which might be helpful is to fill in the last

Mother Only #32 (cont.):

page of the "Classroom Inventory" together. This should list the desirable characteristics of teachers and of peer interactions which one should look for in a preschool program, or conversely, the undesirable characteristics to avoid. In some ways, this will provide an articulation of the principles of the social curriculum and the behaviors which suggest the principles. If the M has written a description of how she would like her child to be at 4 or 5 or 6, go over this description and the strategies she has mentioned, adding other strategies which are necessary to accurately reflect curriculum principles.

D. The future:

1. Tell M she will receive a gift subscription to "The Open Home" which is a home-based educational program for pre-school children. Show M the sample copy -- discuss some of the activities.

2. Discuss the assessments and your last visit which will be after the assessments.

3. When you thank M for her participation tell her we will send her results. Warn her that it will be at least one year (for Wave I, two years) before they are available. So if she does not hear from us for awhile, she shouldn't give up!

6/13/73

ADDENDUM: (to all Visits #32) -

Post-assessment, make a final visit, Visit #33, a kind of interpersonal farewell to your mothers and babies.

The visit will be brief, perhaps one-half hour, and can be used to deliver final bonds, chat with M about the project's termination and maybe, if need felt, to discuss the assessment just completed.

This may be a good opportunity, if you haven't already done so, to tell M about "The Open Home" gift and discuss, using a sample copy, means this gift might offer for enriching her child's learning opportunities as he changes and grows.

6/15/73

MO 52

LANGUAGE: Developmental Milestones

The Developmental Milestones for language can be presented as an opportunity for us and the mother to view some of the more subtle milestones in language development. Mothers usually are aware of when their child spoke his first work, when he could name everything, when he said a sentence. But the home visitor may want to explore with the mother the idea that language learning is a very complex process. Thus one might expect that it would proceed by many little steps, some of which are on the milestone list, as well as the big ones we all remember.

Ask the mother to try, using the 50 word list and her observations over the next two weeks, to record the age at which her child attained these milestones. Caution her that he still will not have reached many of them. She may want to "test" his ability to do some of them such as bringing an object from another room or talking on the telephone.

9/26/72
Language

Language
9/28/72

- Language -

Milestones in Understanding

Recognition	AGE
Recognized his mother's voice:	______
Quieted when he heard her	______
Called "Mama"	______
Recognized the sentence "Do you want to go night-night?":	
Looked unhappy	______
Shook head	______
Said no	______
Recognized a word for food (bottle, cookie):	
Looked for the object	______
Went to get the object	______
Recognized the word "no!"	______

Requests

Gave something when you asked for it:	......
When the object was in sight	______
When it was in another room	______
Put something where you told him to put it	
In the same room	______
In a different room	______
Brought something you asked for	
When the object was in the same room	______
When it was in a different room	______
Said "no" to your requests	
When he meant "no"	______
When he meant "yes"	______

Conversation

Understood a question about a thing	______
Understood a question about a person	______
Understood a conversation between two adults	______
Understood a conversation on television	______
Understood a conversation on the telephone	______

Anything Else?

____

____

____

____

DEVELOPMENTAL MILESTONES

- Language -

Milestones in Speaking

Words — Age

Said first word ______

Said 10 words ______

Said 50 words ______

Said first word with two syllables ______

Said a number (one, two, etc.) ______

Said a color (red, green, etc.) ______

Sentences

Said a sentence of two words ______

Used sentences more often than single words ______

Said a sentence of three words ______

Asked a question with "who?" or "where?" ______

Said a sentence with "no" or "not" ______

Conversation

Talked about something he was playing with ______

Asked for something he wanted ______

Answered a question ______

Told you about a place he had been ______

Told you about a person he had seen ______

Talked on the telephone ______

Talked to another child ______

Talked to himself
    in bed ______
    while playing ______

9/28/72
Language

OVERVIEW

Baby Only Intervention

The salient characteristic of the baby only or whole child comparison group is a complete reliance upon interaction between home visitor and baby while maintaining the relationship between home visitor and mother as much as possible with the simple pleasantries of casual acquaintances. Within this framework, the visit itself will be defined as a time when the baby and home visitor can play together; the content of that play being a selected composite of the weekly activities of specific curriculum groups; language, play and social development.

The structure of each visit and the definition of the relationship of the triad will remain constant throughout the program, whereas the visit plan will vary weekly parallelling the progressive changes in the specific area groups. At each visit, toys and objects, identical to those used in the mother only or mother as research collaborator group, will accompany the home visitor and will be used by her for exploration and exploitation during the visit. Unlike the mother as research collaborator group, these toys will not be available for the mother and baby to act upon during the week.

BABY ONLY - WHOLE CHILD INTERVENTION: HOME VISIT #1 & 2

Purpose

1. To introduce the project to the mother and explain the nature of the visits defining the tone of the relationship.
2. To play with the child in three interrelated ways following the themes of:
    1. Simple description of ongoing activities
    2. Elaboration of play behavior
    3. Social play.
3. To exit gracefully with expressions of pleasure in the visit.

Equipment

Suitcase with: drum, keys on fuzzy ball, 3 balls, doll, pull toy dog, car, pot, measuring spoons, whisk, pail, I hat.

I. INTRODUCTION

1. The home visitor asks the mother if she has any questions about the project and explains that she will be coming once a week for four months and then less frequently perhaps once or twice a month for the next year.
2. Home visitor explains to the mother the nature of the visits. We are interested in the way children respond to different kinds of play activities. At each visit, we will be bringing toys and objects with us and we would like to spend the time playing with the baby, observing his reactions and getting to know him. Home visitor then asks: Is there a place where we can play that won't bother you?

II. PLAY

The order of play is unimportant. However, during the play time the home visitor should devote approximately 10-15 minutes on activities which emphasize language, play and social curriculums. These themes can be compartmentalized or intermingled.

Presentation of the toys to the baby

Open the suitcase and offer toys with attention getting demonstrations (e.g. pulling pull toy, rolling ball, banging drum with whisk, pushing doll in car).

Language: After making a spectacle with the ball, doll, pull-dog, car drum or keys, and catching the child's interest: repeat short sentences about the object (see page 3 VI Language Intervention: Home Visit #1) such as "Here comes the car, the car is coming to Jenny" trying to maintain the child's interest. Continue by using similar types of sentences to describe the child's ongoing exploration of the toys or your demonstrations in which he/she is interested.

Play: After making a spectacle of some of the toys and engaging the child's interest, play with the baby following the theme of play elaboration (see page 3 #5 Play Intervention Home Visit #1). Elaboration is a technique of introducing a new activity to the child which either continues the activity the child is involved in but with a new object (baby bangs on pot. Home visitor bangs on pail and/or drum) or demonstrating a new activity that can be done with an object the child is already interested in either by itself or in conjunction with another object. (E.g. Baby bangs on pot. Home visitor throws balls in pot, stirs with spoon or whisk in pot, feeds baby from pot after stirring, puts pot on B's head or on doll's head, or on home visitor's head like a hat.) Both aspects of elaboration could and should be comingled with care not to merely present an array but to cue on the baby's activities and interests.

Social: After toys have been displayed elaborate on the pattern of hat play (hat on baby, hat on home visitor, hat on doll, peek-a-boo behind hat i.e. hat as mask); or feeding play, maintaining eye-to-eye contact, smiles, and evidences of joyful enthusiasm.

At some point, engage baby in some sort of physical game: bouncing horse, tickling, this little piggy, swinging baby or encouraging baby to dance while you sing. These activities should again be accompanied by eye-to-eye contact, smiles, and enthusiasm, but also by songs and or patter original or conventional, quality of tone and rhythm being more important than content, melody or prose.

II. EXIT

a) Express pleasure in playing with the baby in general, with appropriately favorable personality related adjectives. (Only if necessary mention one activity B enjoyed or maintained interest in.)

b) Now that the mother knows the nature of the visit arrange a time and day for the regular weekly appointments. Gently and cautiously suggest times during which the mother may be occupied about the house with activities of her own.

c) Say good-bye reminding the mother of the day, date and time of next appointment.

BABY ONLY: Home Visit #1 - "What to do if . . ."

1. Mother wants to stay and watch:

    1. The tact is not to push the mother out. Answer that "of course you can stay" with the hope that she will tire of watching and will either a) leave the room or b) be physically present but not attending to the home visitor and baby because of other occupations or preoccupations.

    2. Continue to direct your attention to the baby but respond warmly to the mother without opening avenues for continued discussion.

    3. At the beginning of each visit ask the mother where she would like you and the baby to play, so that she is given the opportunity to take control of at least this aspect of the visit.

2. Mother questions you about what you are doing:

    Tell her, using discrete and concrete descriptions from the curriculums of the specific-area groups. (e.g. when baby bangs on the drum I offer other things for him to bang on; when he pushes the truck I try to use the word truck in a sentence; I play pat-a-cake with him because it is fun to play with people without toys as well as with toys.) In general answer the mother's questions without volunteering a lot of other information or elaborating on the theory behind any of your activities.

3. If the mother asks about the rest of the study:

    Explain that the mothers and babies that are taking part in the study were divided arbitrarily into different groups, each with a different emphasis. The activities in one group stress toys, in another language and in a third doing things with people. When you play with her baby you will be trying to pay equal attention to all of these kinds of activities. Our goal is to learn how to help young children develop their abilities to solve problems about the way things work and go together, about how to communicate and about how to have good relationships with other people.

4. If a sib is present:

    Although it is all right for the sibling to try out and play with the toys the home visitor brings, suggest to the mother that you will be mainly playing with the baby. You might even hint that the baby would probably enjoy having the home visitor to himself and that while the baby was occupied the sibling might similarly enjoy the mother's attention. Also suggest that the mother might interest the sibling in her own toys as well. Since we do not want the mother's attention focused on the baby, the sibling provides an excellent natural source of diversion.

7

5. If the mother asks how the baby is doing:

   1. Respond with pleasure and assurances that you enjoy the baby's company.

   2. Explain that you are learning a lot from the baby; that each child does things in his own way and in his own time and it is by observing the special and unique characteristics of individuals that we learn about the many different patterns that development takes even though these patterns often bring children to the same place in the end.

BABY ONLY - WHOLE CHILD INTERVENTION

Home Visit # 3

Purpose: To play with the child in three interrelated ways, following the themes of:

1. Simple description of ongoing activity.

2. Pretend feeding.

3. Elaborated peek-a-boo.

Equipment: Suitcase with: playskool mailbox, scarf, mirror, mask, sunglasses, paper with holes, cellophane, 1 wooden spoon, a doll, 2 plastic spoons, a pot, 2 plastic cups, 3 paper napkins, stuffed animal, egg cup, paper bag.

Procedure: Play with the baby:-

The order of play is unimportant. However, during the play time the home visitor should devote approximately 10-15 minutes on activities which emphasize language, play and social curriculums. These themes can be compartmentalized or intermingled.

Present the toys to the baby with the use of attention getting demonstrations.

Language:

After making a spectacle with the mailbox describe what the child is looking at, using short sentences with nouns, adjectives, and verbs other than the verb to be. For example, "You're putting the round block in." "You can't open the door." "I'll open the door," etc. Mailbox can also be used to shake and the blocks make towers, or roll, as well as fitting into their appropriate openings.

Play:

Present the toys to the baby with a few attention getting demonstrations, such as pretending to drink from a cup and offering it to the baby, pretending to stir with the wooden spoon in the pot, and pretending to eat with the spoon. Then, keeping in mind the nature of elaborative play described in Play Intervention, Visit #1, observe which objects interest the baby and introduce a "pretend" variation on this activity. For example, if the baby is fingering the cup, the home visitor can pretend to drink from the other cup saying "Hmmm good," and offering it to the baby.

Suggested pretends:

1. Pretend feed self, baby, doll, stuffed animal with spoon or cup.

2. Pretend to stir in pot or cup.

3. Pretend to wipe face (baby's, own, doll's, stuffed animal's).

If the baby does not respond to the pretend elements continue manipulative elaborations and scatter "pretends" throughout the activities.

Social:

The social games will be elaborations on the theme of peek-a-boo. These elaborations may entail varied verbal components, (Where's . . . ? I see you. Hi . . .) the use of novel props (scarf, mirror, mask, sunglasses, papers with holes, cellophane) and activities (at B upside down, cover own face with B's hands). It is not necessary to stick with the "social curriculum props," rather employ any of the toys or objects you have with you (e.g. peek-a-boo from behind the mailbox or peek-a-booing with the doll), or furniture that is available in the room to elaborate on peek-a-boo and enhance the game.

3/20/72

BABY ONLY - WHOLE CHILD INTERVENTION

HOME VISIT # 4

Purpose: To play with the child in three inter-related ways, following the themes of:

1. Simple description of ongoing activity.
2. Topological and spatial relationships in play.
3. "Body Parts" games.

Equipment: Suitcase with: "Form fitter," musical jack-in-the-box, doll stack toy, cardboard tube, balls, coffee cans (3 sizes), barrel of monkeys (without monkeys), tooth brush and tube, plastic bathroom cups (nesting), pot (including bottom, lid and middle section).

Procedure: Play with the baby:

The order of play is unimportant. However, during the play time the home visitor should devote approximately 10-15 minutes on activities which repeatedly emphasize language, play and social curriculums.

Language:

After making a spectacle with the form fitter or any of the other toys, describe what the child is doing using short but complete sentences. These sentences should be descriptive rather than directive. Don't hesitate to use language the same way with toys other than those specifically part of one of the language curriculums.

Play:

Present the toys to the baby with a few attention getting demonstrations such as rolling the ball down the tube or stacking the cans. This time, when elaborating the baby's play emphasize, wherever possible, activities which involve fitting things together Other elaborations are all right but relational ones are especially important.

Social:

The social games emphasize body parts. For this you can use the doll and jack-in-the-box to label and talk about their body parts (e.g. eyes, nose, hands). Sing along with the music box and with your own games with B. Suggested songs or rhymes include, "If you're happy and you know it clap your hands (stamp your feet, etc.), "This little piggy, "Tommy Thumb" (Thumpkin). Another possibility is covering different features or parts and asking "Where is ____________?" using both yourself and B. If possible this could be tried in front of a full length mirror. Continue the play with demonstrations of activities such as walking, clapping etc.

3/24/72

BABY ONLY - WHOLE CHILD INTERVENTION

Home Visit # 5

Purpose:

To play with the child in three inter-related ways, following the themes of:

1. Object naming while demonstrating use.

2. "Containers and Contained" in play activities.

3. Singing-action games.

Equipment:

Suitcase with: set of balls and spoons, set of spools, cups, tape recorder, tape of children's action songs, egg box, cigar box, pail, tissue box, clothespins, blocks, aluminum foil, shovel.

Procedure: Play with baby:

The order of play is unimportant. However, during the play time the home visitor should devote approximately 10-15 minutes on activities which repeatedly emphasize language, play, and social curriculums.

Language:

Name the object while showing the child how they can be used. In your descriptions of activities emphasize actions and uses rather than shapes or colors.

Play:

The key themes in this week's play elaboration are filling, opening, and emptying. As before, other elaborations are all right but those repeating the theme of containers and contained are preferred. For suggestions see Play: Home Visit # 4, page 2 (V).

Social:

Play the tape of children's action songs for the child, noting which ones he prefers. Then play the tape again adding the actions for any games or songs that you know including the child in the games in whatever way possible. Repeat the whole tape or sections of it as often as you and the child like. As another variation, you can play "old favorites" without taped accompaniment.

3/30/72

BABY ONLY - WHOLE CHILD INTERVENTION

Home Visit # 6

Purpose:

To play with the child in three inter-related ways, following the themes of:

1. Language games.
2. Pretend dressing and grooming.
3. Social game review.

Equipment:

Suitcase with: hat, bangles, bowl, tooth brush, doll, stuffed animal, spools on a string, paper plates, whole and with center cut out, pop beads, hair brush, scarf, glove, mirror, ball, sunglasses, music box.

Procedure: Play with baby

The order of play is unimportant. Although you most likely will want to integrate the curriculums during the play time, be sure to cover each topic area. This particular visit will be very social as the areas overlap to a great extent.

Language

Try out four types of games emphasizing the language aspects.

1. Imitation games: Imitate child's sounds with great emphasis getting close to the child and exaggerating lip and tongue movements, naturally accompanying this with laughter and smiling.

2. Word games: Play a standard game in child's repetoire emphasizing one word with the aim of trying to get the child to imitate this word.

3. Rhymes: Sing rhyming games such as "Three little pigs," "Tom Thumb," "Beehive" accompanied by movement. Try using some of the other objects in your suitcase with rhymes of your own invention.

4. "Rough house": Physically contact the child using ditties such as "Buzzy Bee," "A E I O U," "Hickory dickory dock" and "Riding Horse," or any others which inspire your.

Play

The key theme in this week's play elaboration is pretend dressing and grooming. Using yourself, the baby, a doll or stuffed animal as dress-up objects explore the possibilities presented by the other toys. Of course, other elaborations are all right, and in fact may be necessary if the pretend theme does not catch on. Do not push the pretend aspect if this is not interesting to the child, rather switch to other types of elaborations, staying open to reintroduce the pretend if indicated.

Do not be afraid to use simple sentences describing the child's activity occasionally when elaborating.

Social

Repeat any of the social games that you and the baby enjoyed from previous weeks. The body games, ball games, and eating games may be somewhat more distinct at this point from the play of the other two curriculums.

4.6.72

BABY ONLY - WHOLE CHILD INTERVENTION

Home Visit # 7

Purpose:

To play with the child in three inter-related ways, following the themes of:

1. Novelty in social language games.

2. Space and topological relationships with the emphasis on putting in, connecting, and disconnecting.

3. Social play activities.

Equipment:

Suitcase with: egg holder, balls, coffee can and cover, spools, tubes, whisk, popbeads, milk bottle, clothespin, tape of songs, jack-in-the-box,

plus: selected social props which correspond to your chosen social play activity (available on "social" shelves).

Procedure: Play with the baby

As the curriculums develop, they may overlap from time to time. Nevertheless try to cover something from each topic area during the visit.

Language:

1. Repeat the four types of games from the previous week using novel variations to maintain the child's interest.

   a. Imitation games: Imitate the child then change the sound used or the pitch.

   b. Word games: Play pat-a-cake or peek-a-boo, then change the word emphasized, the pitch or rhythm.

   c. Rhymes: Say or sing rhymes to child accompanied by movement, then slow down or speed up changing tone of voice, pitch, rhythm, or movement. The rhymes may be conventional or original as you wish.

   d. Rough house: Physically contact child accompanied by rhymes or songs, then change the point in the song at which the child is contacted.

2. Add games involving fingers and toes. Create a spectacle with fingers and toes involving the baby any way you wish. Some suggestions include: "This little piggy," "Tom Thumb," "Open shut them," and "Here's a ball for baby."

3. Use the tape of songs and jack-in-the-box to create novel situations by varying the speeds of the music in each.

Play:

This week's play elaboration focuses on the notion of space and topological relationships with an emphasis on putting in, connecting, and disconnecting. Some suggested activities include: Putting spools, balls, pop beads, or clothespins, in egg holder, tubes, milk bottle or coffee can; connecting or disconnecting pop beads or clothespins, with the reverse being done by the child.

Social:

Select from the Social Interaction menu one or two of the Play Activities (Entrees) which might interest you and 'your' baby. Try to chose one that will present some contrast or variation to the other curriculums for the week. Numbers 1, 3, 4, 5, 6, 7 and 8 may be more appropriate for this condition. When you have chosen your activity consult the "Social Shelves" for appropriate materials. In order to cover a range of the suggested activities in the coming week's and not to be stymied by irrelevant conditions, including the weather and unavailable props, it may require some flexibility in planning, as well as a consideration of which social play activities will be most appropriate for you and the baby, given the baby's interest, the home situation, etc.

In general do not hesitate to draw on curriculums from the past which could be adapted to the materials you have at hand. The play elaborations need not strictly follow the specific theme of the week if the baby's interest is not in that direction. Similarly, adaptations in the social and language curriculum outlines should be made if the baby shows adverse reactions to specific aspects, such as singing or music. Again, it is never out of place to use simple sentences describing the child's activity.

4/13/72

BABY ONLY - WHOLE CHILD INTERVENTION

Home Visit # 8

Purpose:

1. To play with child in three inter-related ways, following the themes of:

   a. Interesting the child in speech through the use of books.

   b. Play review:

      manipulative play
      pretend feeding and grooming
      fitting together activities
      container and contained
      connecting and disconnecting.

   c. Social play activities.

2. To reassure parents about the nature of visits.

Equipment:

1. Language materials: Three books - See The Bear, Baby's Pets and Baby Animals.

2. Play materials: Selected toys and objects which cover the past curriculums.

3. Social materials: Appropriate social props which correspond to your chosen play activity (available on "social shelves").

Procedure

1. Play with the baby, feeling free to draw on any curriculums from the past which could be adapted to the materials that you have with you, keeping in mind the elaborative play style. Simple sentences describing the child's activity, and social and language games may be interspersed with other other activities as you wish.

Language:

Read through the books with B describing what is seen rather than directing the baby. Provide a commentary, focussing on the objects pictured, using related action verbs in short simple sentences. Concentrate on talking about what the baby notices rather than forcing him or her to look at what interests you. If the baby's attention is fixed on a page try repeating the line of text several times. Then, add your own object action verb description of the picture again repeated several times. If the baby is still interested in the page vary your description further pointing to details and changing verbs as well as using specific adjectives of size, shape, color and number.

Encourage the baby to turn pages with you, without forcing him to and then talk about whatever page is open without regard for their order. Continue "rereading" the book or books as long as the baby is interested.

Play:

Use the selected toys and objects to review the themes that have been covered over the past weeks. Try making combinations of objects that may not have appeared together to illustrate the various themes. Have fun with the baby always remembering to cue on his/her interests and to elaborate them.

Social:

Select from the Social Interaction menu one or two of the Play Activities which might interest you and "your" baby, with an eye to contrasting the social activities with those of the other curriculums. Then, find the necessary materials in the "Social Shelves." If you like, you may repeat the activity you have used with your social mother. However, this is not necessary. An individual social program for you and this baby is more in keeping with the mood of the social curriculum.

2. A *brief* discussion with the mother.

If you feel that the mother has any questions about your purposes in playing with the baby, take a few moments to describe the aims of the project for her group. Very little is known about young children between the ages of 1 and 2 1/2 years old. We have been able to study babies and young children most easily when they are still in the hospital or after they have entered school. Therefore, we know most about them at these ages. What has been learned about children the age of your child has been gathered when children are in unfamiliar situations or are under tension. When we visit you at home, we are interested in seeing your baby when he is relaxed in a natural situation. Your baby is helping us to learn about how babies of his age respond to different types of toys, objects and activities.

Reassure the mother with as many repetitions as necessary that we are *not testing* her baby but are trying to learn about how children behave and how they learn. An emphasis on the *how* of learning and behaving can be contrasted to learning about *what* her child does or learns (which is not the purposes of the visit).

4/24/72

BABY ONLY - WHOLE CHILD

Home Visit # 9

Purpose:

To play with the child in three inter-related ways, following the themes of:

1. Language review

2. Gross motor activities

3. Social play.

Equipment:

2 books (from language closet), large box with string attached, large trash can with bottom cut out, large ball, laundry basket, wheelbarrow, monkeys, sponges, balloons, boat, two small plastic containers plus selected social toys.

Procedure: Play with the baby.

Language:

1. Read through the books with the baby describing what is seen rather than directing the baby. Provide a commentary, focussing on the objects pictured, using related action verbs in short simple sentences. A more complete description of "reading" can be found in Baby Only Home Visit # 8 or Language Home Visit # 7, Special Curriculum.

2. Play language games with an emphasis on creating novelty. Try making up rhymes for some of the toys you have with you. Refer to Language Home Visit # 5 or 6, Baby Only Home Visit # 7 for more detailed examples of language games.

3. Simple sentences describing the child's activity or focus of attention are always appropriate, as are functional definitions and labelling of new objects.

Play:

The play emphasis for this week is on gross motor movements, and activities that will encourage the child to compare their own body size in relationship to different size objects. Let the child explore the possibilities of crawling in, out, around and through some of the large containers. Although they are tempting activities, you, who have already learned the relationship of your body size to these objects, will realize that this is one area in which helping or elaborative play styles may be more useful than imitating. If you do wish to perform some gross motor activities of your own, you might want to take your shoes off before descending on the containers. A small chair of the baby's or a pillow can be added to the equipment for play purposes. Again, do not hesitate to use the materials you have with you to elaborate curriculums - past.

Social:

Although singing or rhythmic action games are a delightful mode of social interaction, try to incorporate into your play a variety of different sorts of social activities. Think about maintaining a balance of distant social games relying on the senses of sight and sound with those which call for physical-tactile communication. Pick out several of the toys from the social shelf such as, soap bubbles, top, balls, puttpets, balloons, phones, scarf, hats, ribbons, balls, musical boxes, cups, etc. and bring them along with you. Then work these into a socially interactive play for you and the baby to enjoy together, keeping in mind the fact that curriculums can overlap. Remember, pretend feeding and grooming are as much a part of the social curriculum as they are of the play curriculum. Do not be afraid to try out a social prop, such as the puppets, with "your baby" when you are unsure of his or her reaction, as this type of moderate experimentation is as in keeping in dealing with the babies as it is with mothers in other curriculums. Of course, you will use your judgement selecting activities, however, try over the next few weeks to present the baby with a variety of social activities as well as those you have already found to be comfortable.

4/27/72

BABY ONLY - WHOLE CHILD

Home Visit # 10

Purpose:

To play with the child in three inter-related ways, following the themes of:

1. Encouraging the child to use speech to communicate wants and needs.

2. Pretend feeding and food preparation.

3. Social play.

Equipment:

2 books (from Language or Social closet), top, music box, doll, stuffed animal, bowl, pot, wooden spoon, small spoons, small milk bottle, 2 cups (one with handle, one without), egg cup, tongue depressor plus selected "social toys."

Procedure:

Play with the child.

Language:

1. Read through the books with the baby describing what is seen rather than directing the baby. Provide a commentary focussing on the objects pictured, using related action verbs in short simple sentences. A more complete description of "reading" can be found in Baby Only Home Visit # 8 or Language Home Visit # 7 Special Curriculum.

2. While playing with the child take advantage of expressions of wish, want, or desire to label these feelings and their signals. Do not tease the child. However, within the natural course of your play, if the child should reach for a toy or object you are using or one that is still in your "suitcase," or if he indicates that he wants an activity to continue label these expressions with such phrases as "want top" or "more music box," etc. Then, use the object name again when you give it to the child. Coupling objects' names with words that express wishes presents the child with a demonstration of the way language can be used to express specific wishes as well as wishes in general.

3. Describe the child's activity or interest using simple sentences, labelling any new objects along with their functional definitions.

Play:

Pretend feeding will be recapitulated as the theme for this week. The toys present opportunities for stirring, pouring and food preparation elaboration, as well as reciprocal feeding. If you should feel that the child expects food or drink to actually be present and is disappointed in its absence, do not persist in a baby-feeding elaboration. Rather, try out feeding the doll, stuffed animal or yourself, and leave any feeding of the child for the child to initiate himself. Any elaborations, pretend or otherwise, are always in order if the child is disinterested in the pretend feeding there, or if they grow out of the play activity in general.

Social:

After selecting an interesting assortment of toys or objects from the social shelf to add to your equipment, present them to the child in a manner which will encourage reciprocal play. Since the predomina theme for the play curriculum this week is of a pretend nature, you may wish to contrast this with activities which although social de-emphasize pretend. Some suggestions along this line include soap bubble play, music boxes, back and forth games with balls or cars, and games with balloons. Singing, rhythmic action games and physical games can always be interspersed into other activities when the mood is right for you and the child.

9/4/72

BABY ONLY - WHOLE CHILD

Home Visit # 11

Purpose:

To play with the child in three inter-related ways, following themes of:

1. Language appropriate to the child's level of comprehension.

2. Constructive play and topological relations in play.

3. Social play.

Equipment:

Two books (from Language or Social closet), stack cups, balls and tubes: two sizes of each, sponge blocks, wooden blocks, 2 medium size boxes, stack toy (ring and pole), collapsable cup, plus selected "social toys."

Procedure: Play with Child.

Language:

1. The additional part of the language aspect of the curriculum for this week is an emphasis on sentence length appropriate to the child's level of comprehenion. The technique of speaking to the child is the same as for descriptive speech: short sentences and nouns describing the child's activity or focus of interest. However, this week and hereafter, be particularly aware that your sentences are short, or just a word or two beyond the child's specific comprehension level.

2. Continue to take advantage of an expression of wish, want or desire, while playing with the child to label these feelings and their signals. Use the object name coupled with such words as want or more when labeling an expression of a wish. Then, again use the object name when satisfying this wish.

3. Depending on the child's interest read through the books with the child using descriptive language and/or play any of the various language games that you have become masters of by now.

Play:

1. The set of toys for this week poses the specific topological problem of fit or "misfit" as well as the general question of spatial relationships.

2. In addition, the toy set is geared to incipient construction activities. It is possible that the early interest in building is an outgrowth of the child's organization of things in relation to one another. In your elaborations pose the possibilities of stacking or lining up the sponges and

wooden blocks, making use of the geography of the room (edges and alcoves created by furniture and the like) to create added interest. However, do not be disappointed if the child prefers to throw, chew or randomly gather these items without apparent system or order.

Social:

Search your memory for some social activities that you have yet to try out with your baby-only baby and select these for this week's play session. Puppets and telephones might be fun. Do not overlook the puppet potential of other social prop items. A scarf with an active hand underneath or a hat on its "head" can serve the same function as an official puppet, and may be less frightening to some children. The large white workman's glove pencilled or painted can be a single head of a friendly creature or the smiling faces of so many little thumbkins for the social-language games. You may want to experiment with imitating the child's action, a game which was found to provide quite an unexpected good time in some of the social visits. As before use conventional and original physical, singing and rhythmic action games as happy pacers to your visit.

5/12/72

BABY ONLY - YOUNG CHILD

Home Visit # 12

Purpose:

To play with the child in three inter-related ways, following the themes of:

1. Language used to label general situations.

2. Play with wheels and rollables.

3. Social play and social communication.

Equipment:

Two books (from Language or Social closet), cars, trucks, lawn mower, wheel barrow, several tubes, closed cans, large ball, rollables, square boxes, wooden blocks, cardboard box for use as ramp, laundry basket plus selected social props.

Procedure: Play with child.

Language:

1. The ease with which you will be able to add the latest variation of the language curriculum to your play will be highly dependent on the established nature of your Baby-Only visits. If your visit should preceed a regular household routine such as naptime, mealtime, or bathtime, finish your visit by labeling the forthcoming situation. However, if this is inconvenient or impossible pick a distinctive feature of your visit or the whole visit itself and label it. One possible suggestion is the interlude where the child with or without you walks to visit, love, or check on his mother and what she is doing. The purpose is to label, using gestural hints, a recurring situation. Do not be discouraged if the opportunities for repeating this type of labeling are rather slim.

2. Continue with other aspects of the language curriculum such as describing the child's ongoing activity or area of interest. Try to keep these descriptions short, a word or two beyond the child's specific comprehension level. In addition, use gestures and tone of voice to help emphasize your meanings.

3. Read through, at least, one of the books with the child using descriptive language and encouraging the child to take an active part in the procedure by turning pages, pointing, vocalizing and imitating. You can act out the pictures with gestures and relevant soundtracks to maintain the child's interest.

4. Play some of the language games particularly those that can be accompanied by hand movements. Try to encourage the child to join in and

imitate you. For this purpose, you may want to select one or two of your favorite rhyming games, or one the child seemsto particularly like, and play it with him each week until he gets to know parts of it.

Play:

Elaborate the theme of rollables versus non-rollables in your play with the child. The materials provide a selection of wheeled objects as well as those which roll as a whole. The blocks and boxes are intended to establish a contrast between wheels and flat surfaces. Besides providing a convenient carrying case, the laundry basket makes an excellent large rollable. The triangular box is a simple ramp for the smaller items. If possible, make use of chair cushions or upside down frame chairs for varied size ramps.

As before, if the particular "theme of the week" does not captivate the child, use your available materials to elaborate in other ways, such as building or piling the containers, putting smaller items into the larger containers or through the tubes. The tubes can also be used to look through or make noises with, and the containers (rollable and non-rollable) are a fine set of drums. Do not overlook the gross motor potential of the wheel barrow, lawn mower, large ball and laundry basket. Have fun.

Social:

Along with any variation on social games that you and the child may enjoy together, try to set some time aside to clearly express one or two specific wishes or feelings to the child. Choose some expressions of feeling that you could repeat regularly and consistently for subsequent visits. Some natural choices for these are ones you have probably been doing all along, expressing pleasure in the child's behavior and telling him you want to be physically close to him or that you want to play with him. Other expressions which may occur less frequently are thosein which you tell the child that you are displeased with his behavior or you are sorry he got hurt. After these situations have occurred try to remember and record which behaviors the child seems to be cueing on, and be sure to repeat them when appropriate. Try to be aware of and erase mutually inconsistent aspects of your own behavior. This theme then becomes a little reminder to you of the importance of your behaving in a consistent way toward the child.

5/22/72

BABY ONLY - WHOLE CHILD

Home Visit # 13

Purpose:

To play with child in three inter-related ways, following the themes of:

1. Giving functional definitions for words.

2. Pretend dressing and grooming with an emphasis on different textures.

3. Social play with musical instruments.

Equipment:

One or two books from language or social closet, several different size balls, cups and cars, hats (cowboy, baseball, straw sombrero, straw hat), spaghetti mop, light scarf, cotton balls, doll, stuffed animal, bowl, aluminum plate, tooth brush, scouring brush, soft dust brush, comb and brush, mirror, tape recorder, plus selected musical instruments and tape of songs #2 from language shelf.

Procedure: Play with child

Language:

1. The central focus of the language portion of this visit will be the use of functional definitions for objects. When playing with the child with an object name it and describe its use or what it does. Using groups of similar objects label them and describe and demonstrate what they do, encouraging the child to explore their characteristics. The balls, cups and cars will be useful for this but feel free to use this technique with any and all other available objects.

2. Your natural tendency by now will be to continue describing ongoing activities or areas of interest for the child. Do not go against this developed habit.

3. Again, using descriptive language, read through at least one book with the child encouraging his active participation.

Play:

This set of objects will provide opportunities to elaborate on the theme of dressing-up and grooming. You, the doll and the stuffed animal can be used as objects to be dressed up and groomed as well as the child. A bowl, mirror or ball can also be placed under a hat or mop and tried out as a puppet. The theme of grooming can also be extended to the house with the use of dust and scouring brushes. There is an interesting variety of textures in the objects which make up this toy set. The child may find this aspect of the materials even more appealing than their pretend potential. In this regard, be alert for particular texture preferences. If neither pretend play or play with textures seems to catch the child's interest feel free to present elaborations at will with the available objects.

Social:

Exploit the musical instruments and children's song tape (#2) to have fun (socially, of course) with the child. Clap, tap and dance as inspired, drawing on your own growing repertoire of children's songs and games. A book, "The Family Treasury of Children's Stories," will be in the social room for a short period of time if you would like to browse through it and refresh your own memories of rhymes and possibly melodies of times past.

5/26/72

BABY ONLY - WHOLE CHILD

Home Visit #14

Purpose:

To play with the child in three inter-related ways, following the themes of:

1. Functional definitions during reading.

2. Topological relations in play.

3. Social play with musical instruments.

Equipment:

One or two books from language or social closet, stack toy, cardboard tube, balls, coffee cans (3 sizes), barrel of monkeys (without monkeys), toothbrush and tube, plastic bathroom cups (nesting), plastic bowls (nesting), egg poacher, tape recorder and tape of social songs #2 as well as a selected assortment of musical instruments from social shelf.

Procedure: Play with child

Language:

1. Concentrate on reading through the books with the child using this opportunity to tell the child what each object does or what it is used for as he looks at the pictures. (See Language, Home Visit #13 for examples.) If at all possible, given your toy set and the objects that are readily available as you are playing, show the child the object which is pictured in the book, labeling both the object and the picture and giving them functional definitions. Feel free to gesture and charade along with your descriptions of what things do or are used for.

2. Continue describing the child's ongoing activities or areas of interest as well as labeling wishes such as want or more when applicable.

Play:

Elaborate the child's play emphasizing, if the child is interested, the theme of topological relationships. The toys and objects are similar to those in Play Home Visit #3. However, do not hesitate to present elaborations extraneous to the theme if they are appropriate.

Social:

The children's song tape (#2) can provide the foundation for a musical jam session with the child. Exploit the social potential of the musical instruments, play them, encourage the child to, or use them as a means of starting a social-physical game. If the child is not enthusiastic about the music, try any social activity that strikes your fancy either with or without props. As a start, some of the nesting toys can be incorporated into pretend feeding or grooming activities.

6/1/72

BABY ONLY - WHOLE CHILD

Home Visit # 15

Purpose:

To play with child in three inter-related ways, following the themes of:

1. Functional definitions of objects

2. Overview of play themes

3. Reading as a social activity.

Equipment:

One or two language books, preselected toys for play, 2 footballs, plastic egg, several different balls, spool of twine, small globe, round paperweight, pull toy, several different cars, assortment of cups, plus one or two social books from social shelves.

Procedure: Play with child

Language:

1. Allow the child to explore the different sets of balls, cars, and cups seperately using the opportunity to describe the child's activity, particularly the function of the objects or what can be done with them. Then, try and ask him for a ball, cup or car, both with only the individual sets displayed, and when all the objects are available.

2. When appropriate, continue to label the child's expressions of wishing or wanting plus the object desired, repeating the name of the object when the wish is satisfied.

Play:

Elaborate on the child's play being careful to cue on his interests rather than directing his activities. Do not hesitate to integrate the functional object set from the language section with other available toys and objects.

Social:

For this visit the reading time will be a social time. Read through the nursery rhyme books and story books with the child, emphasizing the rhyming sounds and intonation patterns. Try to incorporate social-physical games into the reading when appropriate. Although you will want to keep the social aspects of reading as primary, do not overlook functional descriptions of pictures which catch the child's interest. Waiting for the child to respond to you while you are reading, and then acting upon this response is part of social give and take. Encourage the child's imitations and responses even if they are not completely matched to the adults model.

BABY ONLY - WHOLE CHILD

Home Visit # 16

Purpose:

I. To play with child in three inter-related ways, following the themes of:

1. Language labels for relational concepts;
2. Multiple uses for simple toys;
3. Social play.

II. To prepare the mothers for the assessment visits and the summer schedule.

Equipment:

One or two language books, set of language toys used to illustrate "open" and "up," preselected toys for play plus individually selected materials from social shelf.

Procedure:

I. Play with child.

Language:

1. Allow the child to explore the different sets of "open" and "up" toys seperately, using the opportunity to describe the child's activity, particularly the key actions of opening and going up. Also, try to make use of doors and drawers, stairs and shelves for the same purpose.

2. Continue to label the child's expressions of wishing or wanting plus the object desired. Be sure to repeat the name of the object when the wish is satisfied.

3. Remember to continue to describe the child's ongoing activities as you play together.

4. When reading with the child use his interest in the pictures as an opportunity to explain or describe what each object does or its use. If at all possible with your resources at hand, show the child the object pictured in the book, labeling both the object and the picture, telling the child their function or behavior. If the child's interest is still focused on a picture, describe the scene as you would the child's ongoing activities.

Play:

After presenting the toys, wait to see what the child does with them before suggesting an elaboration. The toys are selected to present a variety of possibilities for elaboration so do not feel constrained by a theme.

Let your inventiveness and that of the child interact to make full use of the play potential of this toy set.

Social:

Enjoy your time with the child. This will be your last visit for a number of weeks so just have fun. Bring along any of the "social" props from the social shelf or closet: musical instruments, books, dress-up clothes, tea sets, soap bubbles, puppets, etc. that you and the child particularly liked. Then, make full use of the myriad of social games as they fit your mood and that of the child.

II. Discussion with the mother.

Before you leave be sure the mother understands the procedures for the next few weeks, and then beyond into August and September. Consult the Information Assessment II handout before going out on your visit so that you will be clear yourself what should be communicated to the mother. Emphasize to the mother that the people who will be visiting must not be told anything about the weekly visits, and that they in turn will not be able to answer any questions that she may have about the nature of the program.

As you say good-bye until August make some inquiries about the best timing for the visit. This would include finding out the family's vacation plans, if any, for the summer, and letting them know how you can be reached (if you can be reached). Probably, the more specifically you can pin down the time for your visit the better. At least, try to give the mother an idea of whether she should expect to hear from you at the beginning, middle or end of August. Of course, you will wish her, the baby and the rest of the family a good summer. Say good-bye, with a "see you in August."

6/16/72

HV Name____________________

Home Visit # 17

Child____________________

BABY ONLY   Home Visits 17-32

Purpose: To introduce the problem of big things and little things, concentrate on increasing child's object words--using books, asking child for various actions and tape recording and playing back. Communication is a social activity for the child

Equipment: Small cars, trucks, trains, plastic dump truck, kleenex box, cigar box, 2 or 3 containers (assorted), 2 larger metal cars.
Books--functional definitions
Toys--doll, car, ball, cup, book: Give me the.......
Kiss the.....
Throw the.......
Push.........
Where is the.........

Activities: Book--functional definitions, modeling conversational style. Play--elaboration with the child observing how physical dimensions of objects influence the way they're used.
Social-Language development, how much the child understands, objects and actions--are they they same? Social songs played. Reading book with child, noting if she points out objects. Action songs for enjoyable time and to see if child follows what the songs say.

Comments:

1/31/73

HV Name________________________

Home Visit # 18

Child________________________

BABY ONLY Home Visits 17-32

Purpose: Play: to note child's involvement with many use and few use toys, to do the mini-study empty hands, play
Language: to bring pictures and paste in scrapbook half of objects she knows and recognizes, others she can't to help baby learn words, using functional definitions and conversational style
Social: reading Pat the Bunny as social activity both home-visitor and baby enjoy. Asking baby to follow the instructions and imitation. Playing with magic markers and paper--imitation and to provide social interaction

Equipment:

Play: Cigar box, small car, medium-size car, coffee can, stuffed animal, glove, sponge, plastic jar with lid, collapsible cup, cotton, aluminum foil, truck, rattle, beach ball, small ball
Language: pictures, scrapbook, glue or tape
Social: Pat the Bunny, magic markers, paper

Activities: Observation of child's play to determine many and few use toys, mini-study "Empty Hands". Reading Pat the Bunny and asking child to follow the instructions--objects on hand that were those mentioned in the book were shown to the child. Magic markers and pad were used to draw pictures. Cut-out pictures were pasted into a scrapbook after asking child what they were, to point to her own if applicable, and then to reread the book.

Comments:

1/31/73

HV Name____________________

Home Visit # 19

Child____________________

BABY ONLY Home Visits 17-32

Purpose: Language: to increase vocabulary of object words by continuing scrapbook and asking the child to show me and to match or learn to recognize pictures and name objects. Book is for conversational style with child.
Play: to play with toys designed for constructive and relational play--elaboration.
Social: Bag of wrapped objects to give child opportunity to play and explore alone without intervention --trying to foster independence. Puppet for social games.

Equipment:
Language: scrapbook/manila envelopes, new pictures, tape, objects to match pictures, book
Play: sponge blocks (6), toy carrier and wooden blocks, stack toy, puzzle, things for small compartments--jar tops, blocks, cars, etc.
Social: Bag of wrapped objects, bag, lollipop, ball of yarn, small toy or buttons, book, straws, wash'n'dry, raisins, rag, cotton balls

Activities:

Comments:

1/31/73

HV Name____________________

Home Visit # 20

Child____________________

BABY ONLY **Home Visits 17-32**

Purpose:

Language: to work with relational words
Play: to introduce paper play
Social: responding to child's attempts at interaction, looking at rhymes

Equipment:

Language: size--big, small; texture--hard, soft; position--under,over toy sets
Play: aluminum foil, crepe paper, small paper bags, waxed paper, paper towels, paper plates, party favor cups, paper cups, magazine, envelopes with clippings, rattel, balls and blocks (2 sizes), 2 small cars, tongue depressors
Social: nursery-rhyme pictures

Activities: The social activities were reading nursery rhymes and responding to the child's attempts at interaction. The book was the first object picked up by the child and she went back to it a few times during the hour. She listened intently as I read it to her and I was able to do the conversational style with her. Relational words were the language curriculum for this visit and I used big-little, under-over, and hard-soft as often as possible while she played--this describing also was used with the various play group toys . The child began to say big ball, little ball by the end of the hour. Over and under activities were done though the child said nothing, and hard and soft were difficult to do with her.

Comments:

1/31/73

HV Name____________________________

Home Visit # 21

Child____________________________

BABY ONLY Home Visits 17-32

Purpose:

Social: to enjoy social interaction with the child
Language: working on the child's action words and continuing the conversational style
Play: review visit--selecting from previous weeks--working with constructive toys and small cars

Equipment:

Social: Pat the Bunny and the language toys, 2 identical dolls, Squeeze Me book and other toys the child shows an interest in.
Language: zoo animals, 3 toy sets: problem, pretend, social
Play: blocks: plastic and wooden, spools, jar, cars, cups, cigar box, keys

Activities:

Language was using the conversational style while playing and also using action words with the animals. With the 3 toy sets the conversational style was used. Social activities were reading the books and having a tea party (from the language set). Play was building and we spent a good deal of time putting and fitting the plastic blocks together--the child said she wanted to build a tower and a house and then said she wanted to knock it down. We strung the wooden blocks together like a train (this is what the child called it) and then made a bridge, highway and tunnel using the small cars.

Comments:

1/31/73

HV Name____________________

Home Visit # 22

Child____________________

BABY ONLY Home Visits 17-32

Purpose:

Play: to manipulate small objects and the opportunity to combine these objects into a pretend form or to treat them as animated creatures
Social: to consider negative aspects of social development, social-fun activities
Language: review, continue work with conversational style and action words

Equipment:

Play: 12 small animals, 1 stuffed animal, 12 eggs, 2-3 small buses, cotton balls, dump truck, plastic milk bottle, 2 margarine containers, 1 cigar box, special toy
Social: crayons and paper, top, puppets
Language: zoo animals, fence

Activities:

Social activities were enjoyed by the child and we both drew pictures together. She asked me and then tried to draw a person and a house. I was able to the conversational style with her during this time as well. The puppets were fed the pieces of the puzzle and on one of them she pointed out the parts of the face and gave it some milk. Language activities were a continued use of the conversational style as well as action verbs done with the animals while they were being used for play activities. Play involved manipulating the small objects, putting them in the cigar box, plastic containers and one of the child's large car-type toys and doing pretend activities with them--having them jump the fence, go for rides, etc.

Comments:

1/31/73

HV Name_____________________________

Home Visit # 23

Child_______________________________

BABY ONLY Home Visits 17-32

Purpose:

Play: constructive and relational materials, some familiar and some new
Social: illustrate how child tries out different social roles, particularly parental roles
Language: to improve child's vocabulary of relational words and improve conversational ability

Equipment:

Play: 6 legos, 10 blocks, 6 sponges, 5 cigar and tissue boxes, stringing beads and spools, drawer set, small objects, boat, 3 small cars, dump truck
Social: doll house and dolls, electric razor, purse filled, some children's books
Language: 3 toy sets--size, texture, position

Activities:

The child put the legos together and kept saying build a bridge, build a tower. The wooden blocks weren't used to build but were put in the drawers of the drawer set. She said she wanted to string beads and did this as well as put them in the drawers and in the empty set when she took the drawers out. The doll house was interesting for a time and she pointed out the rooms and the furniture, put the drawers in the house, put the dolls to sleep, and tried to unlock the front door with some keys that she found--she said "open" as she did this so we turned the house around to show her it was open. The purse was opened and emptied and then ignored. I tried to show her the books but she wasn't interested. Relational words were used as we played, but there was no repetition.

Comments:

1/31/73

HV Name________________________________

Home Visit # 24

Child________________________________

BABY ONLY **Home Visits 17-32**

Purpose:

Play: To introduce relational toy set--with easy and more difficult toys. The difficult ones offer a challenge to the child, the easy ones are reassuring as the harder tasks are trying to be mastered.
Social: A group of toys to entertain the child and to have a good time.
Language: To build a vocabulary of relational words, work on conversational style.

Equipment:

Play: lego blocks, stack pole, coffee pot, pop-beads, puzzle, collapsible cup
Social: various musical instruments
Language: Look, Look Book, boocks in home

Activities:

Comments:

1/31/73

HV Name________________________

Home Visit # 25

Child________________________

BABY ONLY   Home Visits 17-32

Purpose:

Language: to improve vocabulary of relational words, conversational ability with want
Social: to play together in fun activities
Play: pretend dress-up

Equipment:

Language: scraps for texture, doll, doll clothes, crib, bottle, blanket
Social: Playdough, Is This You
Play: hats, ribbon, scarb, gloves, flowers, stuffed animal, spools & string

Activities:

Comments:

1/31/73

HV Name___________________________

Home Visit # 26

Child_____________________________

BABY ONLY Home Visits 17-32

Purpose:

Play: To introduce constructing and ordering
Language: to improve child's vocabulary of relational words, to improve child's conversational ability

Equipment:

Play: Playdough, 6 tongue depressors, 6 plastic spoons, 6 plastic cups, 6 blocks, 6 spools, 6 small balls
Language: pictures of big and little objects--cut from construction paper, cotton, sandpaper, cloth, plain paper.

Activities:

Comments:

1/31/73

HV Name____________________

Home Visit # 27

Child____________________

BABY ONLY   Home Visits 17-32

Purpose:

Social: social activities with child
Language: conversation styles and relational words
Play: make-up review--last week's ordering toys

Equipment:

Social: Fun activities with child's toys and toys brought by home-visitor
Language: small and large articles, toys used for play; doll, chair for What Do You Want questions, book
Play: sponges, eggs of different sizes, spoons, empty monkey barrels, blocks--2 sizes

Activities:

Comments:

1/31/73

HV Name__________________________

Home Visit # 28

Child____________________________

BABY ONLY   Home Visits 17-32

Purpose:

Play: activities centered around making things
Language: to improve child's vocabulary in the areas of color and shape and to work with conversations dealing with past events

Equipment:

Play: Playdough, tongue depressors, paper cups, box of toothpicks, blackboard and chalk
Language: stacking cups, pop-beads, hourglass, fam box--color; fruit, balls, containers, puzzles--shape

Activities:

Comments:

1/31/73

HV Name________________________

Home Visit # 29

Child________________________

BABY ONLY **Home Visits 17-32**

Purpose:

Play: to introduce construction and small objects--attempting to maintain a long sequence
Social: play in an enjoyable way
Language: to improve and develop child's vocabulary for color and shape, improve conversational ability

Equipment:

Play: wooden kindergarten blocks, 12 spools, 12 cars, 12 animals, 1 shoe box
Language: Book on color, book on shapes, story book

Activities:

Comments:

1/31/73

HV Name______________________________

Home Visit # 30

Child______________________________

BABY ONLY **Home Visits 17-32**

Purpose:

Play: learning through helping, pretend dress-up toys and relational toys; what choices do they make and why
Language: to develop child's vocabulary for color and shapes; to improve child's conversational ability

Equipment:

Play: 2 polishing brushes, pretend dressing toys; relational--a puzzles, construction set
Language: Playdough, finger paint and shiny shelf paper

Activities:

Comments:

1/31/73

HV Name____________________________

Home Visit # 31

Child____________________________

BABY ONLY **Home Visits 17-32**

Purpose:

Play: Making things smooth, shapes & patterns, colors, picking up play things
Language: comparisons, colors, shapes

Equipment:

Play: bits of wood, sandpaper, crayons, playdough, paper, glue
Language: use play materials

Activities:

Comments:

1/31/73

HV Name________________________

Home Visit # 32

Child________________________

BABY ONLY **Home Visits 17-32**

Purpose:

Play: to bring toys which the child has enjoyed playing with
Language: to continue doing shapes, colors and comparisons

Equipment:

Play: plastic shoe box, animals, blocks, cars, beads
Language: green puppet, size puzzle, plastic fruit, colored different size cups, colored different size rings

Activities:

Comments:

1/31/73